

2012 – 2013

Graduate Catalog

**Winthrop University
Rock Hill, South Carolina
Volume 98**

Effective August 16, 2012 through August 15, 2013

**The Online Catalog is available at:
www.winthrop.edu/graduateschool**

WINTHROP UNIVERSITY

PROFILE

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| Location: | Rock Hill, South Carolina Geographic center of the two Carolinas 20 miles south of Charlotte, North Carolina 60 buildings on 433-acre campus |
| Faculty: | 285 faculty (full-time) |
| Students: | 6,069 (Fall 2011) 20 percent graduate 1,209 graduate students |
| Academic Year: | Two semesters Optional summer terms |
| The Graduate School Office Hours: | 8:30 a.m. to 5 p.m. Monday-Friday |
| Telephone: | 803/323-2204 800/411-7041 |
| Fax: | 803/323-2292 |
| Email: | gradschool@winthrop.edu |
| Web: | http://www.winthrop.edu/graduateschool |
| Address: | 701 Oakland Avenue, Rock Hill, SC 29733 |

Purpose of Catalog

The purpose of this catalog is to present detailed information regarding Winthrop's graduate curricula and to provide a general description of its various academic units. The information and educational requirements represent a flexible program that may be altered where such alterations are thought to be in the mutual interest of the university and its students.

The provisions of the catalog do not constitute any offer of a contract which may be accepted by students through registration and enrollment in the university. The university reserves the right to change without notice any fee, provision, offering or requirement in this catalog and to determine whether a student has satisfactorily met requirements for admission or graduation. The most current program requirements are posted on our website at:
www.winthrop.edu/graduateschool.

Student Responsibility

Each academic unit establishes requirements that must be met prior to a degree being granted. It is important that the student become familiar with these requirements and

complete them within the prescribed deadlines. Advisors, department heads and deans are available to offer assistance, but the ultimate responsibility rests with the student.

Winthrop University offers equal opportunity in its employment, admissions, and educational activities.

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Winthrop University Calendar 2012 - 2013

Fall Semester 2012

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|--------------------------------------|--|
| August 20, Monday, 4 p.m. | Convocation and Blue Line |
| August 20 – 24, Monday – Friday | Add/drop period |
| August 21, Tuesday | Fall 2012 classes begin |
| August 24, Friday | Last day of Fall semester registration Last day to audit courses |
| September 17, Monday | Last day to submit application for December graduation without fee penalty |
| October 2, Tuesday | Programs of Study due in Records and Registration |
| October 12 - 15, Friday-Monday | Fall Break; no classes |
| October 17, Wednesday | Advising for Spring 2013 begins |
| October 19, Friday | Last day to withdraw from a fall class. An N grade will be assigned. No class withdrawals will be permitted after this date except by extenuating circumstances. |
| November 6, Tuesday | Election Day. No classes, offices closed |
| November 7, Wednesday | Registration for Spring 2013 begins |
| November 21 – 25, Wednesday – Sunday | Thanksgiving Break; no classes (offices closed Nov. 22-23) |
| November 20, Wednesday | Results of Comprehensive Examinations, Portfolios and Recitals due to Records and Registration |

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| November 20, Wednesday | Theses due to the Graduate School office |
| December 3, Monday | Last day of Fall 2012 classes |
| December 4, Tuesday | Study Day |
| December 5 - 11, Wednesday-Tuesday | Final Examinations |
| December 12, Wednesday | Incomplete grades and transfer credit due in Records and Registration |
| December 13, Thursday, 7 p.m. | Commencement for Summer and Fall 2012 graduates |
| December 12 – January 6 | Holiday Break (offices closed December 24 – January 1) |

Spring Semester 2013

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|--|--|
| January 7, Monday | Spring 2013 classes begin |
| January 7 - 11, Monday – Friday | Add/drop period |
| January 11, Friday | Last day of Spring semester 2013 registration Last day to audit courses |
| January 21, Monday | Martin Luther King Jr. Holiday; Offices closed |
| February 1, Friday | Last day to apply for Spring or Summer 2013 graduation without fee penalty |
| February 18, Monday | Programs of Study due in Records and Registration |
| March 6, Wednesday | Last day to withdraw from a spring class. An N grade will be assigned. No class withdrawals will be permitted after this date except by extenuating circumstances. |
| March 11 - 17, Monday – Sunday | Spring Break (offices closed March 15) |
| March 20, Wednesday | Advising for Fall 2013 begins; registration for Summer begins |
| April 3, Wednesday | Early Registration for Summer and Fall 2013 begins |
| April 10, Wednesday | Results of Comprehensive Examinations, Portfolios and Recitals due to Records and Registration |
| April 10, Wednesday | Theses due to the Graduate School office |
| April 22, Monday | Last day of Spring 2013 courses |
| April 23, Tuesday | Study Day |
| April 24 – April 30, Wednesday-Tuesday | Final examinations |

May 1, Wednesday

Incomplete grades and transfer credit
due in Records and Registration

May 2, Thursday, 7 p.m.

Graduate Commencement

Summer Session 2013

May 13 –May 31

Session A Maymester

June 24, Monday

Programs of Study due to Records and Registration
for August graduates

June 3 - August 2

Session B

June 3 - July 3

Session C

July 4, Thursday

Holiday

July 8- August 7

Session D

July 24, Wednesday

Results of Comprehensive Examinations, Portfolios
and Recitals due in Records and Registration

July 24, Wednesday

Theses due to the Graduate School office

December 12, Thursday, 7 p.m.

Commencement for Summer and Fall 2013 graduates

Winthrop University courses are scheduled throughout the day and evening beginning at 8 a.m. and ending at 9:15 p.m. Many of the courses offered in the evening are graduate professional courses. Students are encouraged to refer to the current semester's online Schedule of Courses (www.winthrop.edu/recandreg/default.aspx?id=7540) for additional information.

Summer Session

Winthrop University's summer session is composed of an intensive 3-week Maymester, two 4.5 - week terms and a 9- week term that allow students to take advantage of many summer opportunities. The summer program reflects the same educational goals as those of the regular academic year. Winthrop summer terms also provide special advantages in allowing both current and new students an opportunity to accelerate their work toward a degree or to pursue academic directions they have been unable to explore during the regular school year. Due to weekend formats and graduate cohorts, other terms are offered. For more information, please refer to www.winthrop.edu/summer.

GENERAL INFORMATION

History

Winthrop's history dates to 1886 when 21 students gathered in a borrowed one-room building in Columbia, S.C. David Bancroft Johnson, a dedicated and gifted superintendent of schools, headed up the fledgling institution, whose mission was the education of teachers. Winthrop has changed dramatically since moving to its permanent Rock Hill home in 1895, growing from a single classroom to a comprehensive university of distinction. Winthrop's historic campus is a setting of exceptional beauty, as is its recreational area known as The Farm. Today, nearly 6,100 students take courses in arts and sciences, education, business administration and visual and performing arts, all of which are supported by Winthrop's University College.

Mission Statement

The university provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the state of South Carolina. All eligible bachelor's, master's and specialist degrees in the liberal arts and sciences, education, business, and the visual and performing arts are nationally accredited--part of the university's commitment to be among the very best institutions of its kind in the nation.

Building on its origins as a women's college, the Winthrop University of the 21st century is achieving national recognition as a competitive and distinctive, coeducational, public, residential comprehensive learning institution.

Winthrop enrolls an achievement-oriented, culturally diverse, and socially responsible student body of more than 6,200 students and will remain a medium-sized comprehensive learning university for the foreseeable future. The university recruits South Carolina's best students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and state. Winthrop prides itself on being an institution of choice for groups traditionally underrepresented on the college campus.

Winthrop's historic campus, located in a dynamic city within a major metropolitan area, provides a contemporary and supportive environment that promotes student learning and development. Winthrop has a diverse and able faculty and professional staff of national caliber and supports their work as effective teachers, scholars, researchers, practitioners, and creative artists. Through this talented group, Winthrop students acquire and develop knowledge, skills, and values which enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology, and other academic service areas support courses of study that are consonant with current methods and

knowledge. As a result, Winthrop graduates are eminently well-prepared to assume successful careers in business, industry, government, education, the arts, and human services, as well as to enter the most competitive graduate or professional schools.

Graduate School Mission Statement

Graduate education at Winthrop University provides advanced study in a variety of academic disciplines and professional fields while meeting the growing demands of local, regional, national, and global communities. Through quality teaching, scholarship, and service, Winthrop faculty deliver nationally accredited graduate level education in a wide range of disciplines. Our national caliber programs are intellectually rigorous and incorporate current concepts and practices. Graduate education at Winthrop helps students realize their intellectual and personal potentials and enables them to advance in their fields, enter careers which require education beyond the baccalaureate level, and continue on to doctoral and professional programs.

Approved by Graduate Faculty Assembly 11/09

Accreditation

Winthrop University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and specialist degrees. A total of 42 undergraduate and 25 graduate degree programs are available in the College of Arts and Sciences, the College of Business Administration, the Richard W. Riley College of Education and the College of Visual and Performing Arts. Within the four colleges are over 40 graduate programs of study are offered through concentrations and options.

Winthrop's academic programs are measured by national standards of quality. Each academic program that can be nationally accredited through a professional specialized organization has earned that distinction. The documents of accreditation reside in the Office of Academic Affairs.

Winthrop University is affiliated with the following specialized organizations:

- Accrediting Council on Education in Journalism and Mass Communication (ACEJMC)
- American Chemical Society
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Association to Advance Collegiate Schools of Business (AACSB International)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Certified Financial Planner Board of Standards (CFP)
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (CAC/ABET)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for Interior Design Accreditation (CIDA)
- Council on Social Work Education (CSWE)
- National Association of the Education of Young Children (NAEYC)
- National Association of School Psychologists (NASP)
- National Association of Schools of Art and Design (NASAD)

National Association of Schools of Dance (NASD)
National Association of Schools of Music (NASM)
National Association of Schools of Theatre (NAST)
National Council for the Accreditation of Teacher Education (NCATE)

Faculty

Winthrop's selective faculty recruitment process ensures that students learn from an outstanding faculty known for its focus on learning and student engagement. A student-to-faculty ratio of 15:1 fosters personal contact and close relationships. All classes are taught by faculty and classroom instruction is further enriched by the expertise of distinguished visiting scholars, artists and practitioners.

Campus

Approximately 20 minutes from Charlotte, NC is Winthrop's tree-lined campus, which encompasses a rich architectural blend of neo-Georgian buildings and is included in the National Register of Historic Places. Behind its stately façade is a community of learners who engage in their educational pursuits in spacious academic facilities, enhanced with SMART technology, and in laboratories and performance venues suitably equipped for rising professionals. The campus' computing infrastructure provides a state-of-the-art learning environment, including high-speed Internet access from all campus buildings and residence hall rooms and wireless access at select locations.

Student Life

Opportunities for service, participation and leadership are available through more than 140 clubs and organizations and an energetic array of recreational sports. The DiGiorgio Student Union board has earned national acclaim for its programming efforts. The Winthrop Eagles are championship caliber and compete in NCAA Division I. Scholar-athletes at Winthrop compete in men's and women's basketball, tennis, golf, indoor/outdoor track, cross-country and soccer; women's softball and volleyball; and men's baseball.

Alumni

Upon graduation, Winthrop students continue their education in prestigious graduate and professional programs or enter a wide variety of positions in business, education, medicine, the arts, government or law. Winthrop's exceptionally loyal alumni currently total more than 55,000 worldwide.

ACADEMIC SUPPORT AND FACILITIES

Academic Computing

Winthrop University Academic Computing supports the instructional and research functions of the University. Within the Division of Computing and Information Technology, Academic Computing provides access to diverse computing resources. Over 20 computer laboratories supporting PC, Macintosh, Linux, and UNIX systems are available on campus for open access and instructional needs.

Microcomputer networks and laboratories provide computing resources for support of instructional and research applications. Typical applications include desktop publishing, database management, spreadsheet analysis, graphics, communications, word processing, statistical analysis, and mathematical computation. Specific applications include Microsoft Office, Photoshop, Expression Web, Internet Explorer, Adobe Creative Suite, SAS, SPSS, Mathematica, and Microsoft Visual Studio. Some labs support additional software including AutoCAD and other design applications.

All main campus buildings and residence halls are connected to the campus network and Internet through fiber optic cable. Students are provided with consolidated computing services including web based email, central server storage space, and personal web pages.

For additional information on Academic Computing and other Information Technology services, procedures, and instructions, please refer to the Student Technology Handbook (also known as the "blue book"). To view general operational hours for Academic Computing labs, visit <http://www.winthrop.edu/acc>.

Ida Jane Dacus Library

The faculty and collections of Dacus Library are an integral part of the University's instructional program. Specialized instruction in advanced topics is available. The Dacus Online Catalog system provides easy access to the library's resources. The Library's collections have been selected to support the curriculum of the University and are housed in open stacks. Study and lounge seating is interspersed throughout the building. Workstations for access to the library's electronic resources and to the Internet are available. The library also offers through its catalog access to more than 100,000 electronic books and more than 30,000 full-text journals. Special quarters are provided for archives, microfilm, special collections, United States government publications and library instruction. Closed carrels for faculty and graduate student research, as well as facilities for photo duplication and listening, are also available. Dacus circulates 20 laptops, 15 iPads, and Kindle Fires to students for use via the library's building-wide wireless access. The library is open 24 hours a day during regular sessions.

The Library's holdings total over 600,000 volumes. Included in this figure are books and bound periodicals, microfiche, and microfilm. In addition, the Library owns over 175,000 U.S.

government publications and thousands of audio-visual materials. Librarians are on duty most hours, or students can text their research questions to a librarian in real time through the library's instant messaging system. Some graduate textbooks may be available in the library, as well.

Dacus Library participates in the national interlibrary loan system, retrieving materials from non-South Carolina libraries by e-mail, fax, and traditional mailings. PASCAL (Partnerships among South Carolina Academic Libraries), a state-supported consortium, provides millions of other resources while delivering access to the state's 12 million books held at other South Carolina academic libraries. Through PASCAL, students may request books from other institutions. PASCAL is funded through the South Carolina state legislature.

International Center

Winthrop's International Center assists students in making arrangements for study abroad. Winthrop maintains associations with institutions in China, Austria, Germany, Egypt, England, Spain, France, and Australia. Opportunities for summer study abroad are provided through the Center's study abroad programs and through special summer offerings at other foreign institutions.

Characteristic of an institution that encourages diversity, Winthrop University offers support for the unique needs of students from other countries. The International Student Advisor's Office helps integrate international students into American society, provides assistance with problems encountered on campus and in the community, and advises students on immigration procedures and other matters.

An international student adviser is available to discuss special concerns or issues with students, while the Winthrop International Club promotes cultural exchange and social activities among the general student population, including an annual International Week in the fall semester. Other events focusing on the diversity of student life are sponsored by interested campus and community groups.

Macfeat Early Childhood Laboratory School

The Macfeat Early Childhood Laboratory School functions as a research laboratory where innovative approaches in early childhood education are investigated. Macfeat provides opportunities to observe and interact with a diverse group of children ages 3 to 5 years in full and half day programs. Macfeat is nationally accredited by the National Association for the Education of Young Children (NAEYC).

Visual and Performing Arts Facilities

To support the university's arts curricula, as well as a diverse range of cultural offerings, Winthrop maintains several versatile performing spaces. Byrnes Auditorium with seating for 3,500, and the adjoining 212-seat Frances May Barnes Recital Hall are located in the center of

the campus. Historic Tillman Auditorium has a seating capacity of 700. Johnson Hall includes a 331-seat theatre, a smaller studio theatre, an actors' studio and two dance studios.

In addition, Winthrop Galleries, comprised of the Lewandowski Student Gallery in McLaurin Hall, the student managed 3rd floor McLaurin Hall Galleries and two professional spaces in Rutledge Building, provide an array of exhibition spaces. The works of faculty, students, regional, and national artists are presented on a regular basis.

The Music Library, located in McLaurin Hall, supports the academic program of the Department of Music with more than 15,000 sound recordings and printed scores. Listening stations are also available in the library. The Music Library supports computer access to the holdings of the main campus library (Dacus) and specialized research software provided on the Internet.

The Computer Music Laboratory is located in Byrnes and is supported by the latest computer, keyboard and smart-classroom technology. Students have access to software and hardware supporting composition, music theory, computer music, computer assisted instruction, et al. Lab software offerings include Finale, Digital Performer, Max/MSP/Jitter, ear training and theory drill software, Adobe Creative Suite 2, internet access, Microsoft Office and a host of digital audio and video production packages.

Writing Center

The Writing Center, located in 242 Bancroft Hall, provides a free writing consulting service to all members of the University community: students, staff, administrators and faculty. The Writing Center's purpose is to help writers at all levels learn more about their writing through tutoring sessions. Tutors help writers analyze assignments; address audiences appropriately, improve their composing processes, strengthen the focus and organization of their writing and improve their control of the language. The Writing Center cannot provide a proofreading/editing service or guarantee better grades; its primary purpose is to improve writing in the long term.

Although operating hours may vary from semester to semester, the Writing Center is open at least five days a week, with some evening and weekend hours. Scheduling an appointment ensures that a tutor will be available. To make an appointment, telephone 803/323-2138 or visit the Web site at: www.winthrop.edu/wcenter.

STUDENT SERVICES AND SUPPORT FACILITIES

Campus Ministries

Representing a variety of denominations and faiths, the spiritual needs of many Winthrop students are met through campus ministries and religious organizations. A full agenda of activities promote fellowship, as well as spiritual and personal growth.

Campus Police

The Campus Police department is located in the Good Building on Myrtle Drive. It is a full service police agency serving the Winthrop community by providing law enforcement services 24 hours a day, seven days a week. Services include handling emergency situations, protecting life and property, crime prevention and traffic control.

In case of an emergency, the emergency phone call boxes located throughout the campus connect the caller to Campus Police. The telephone number is 803/323-3333.

The Center for Career and Civic Engagement

The Center for Career and Civic Engagement is home to three distinctive programs: Career Development, Service Learning, and Volunteer & Community Service. Career and Civic Engagement provides students with a comprehensive approach to career preparation, professional development, personal growth, and service to the community with experiential learning as a key component. Career and Civic Engagement is open from 8:30a.m. to 5p.m., Monday through Friday and is located on the first floor of the Crawford Building. Students are encouraged to schedule an individual appointment by calling 323-2141.

Career Development. Services offered to assist graduate students with their career development include career counseling, a career library (both virtual and actual), plus a variety of workshops and professional development activities including: resume writing, mock interviews, networking techniques, business and dining etiquette, and career fairs. Career Development assists students in locating part-time jobs, internships, and full time positions. EAGLElink is Winthrop University's online search engine for all paid and volunteer opportunities.

Service Learning. The Service Learning program provides opportunities for students to participate in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. Through service learning, students develop a deep understanding of course material, gain hands-on experience, and explore personal interests, values and beliefs. In order to engage students outside the classroom, faculty members utilize the Center for Career and Civic Engagement to integrate service learning components into course curriculum. Additional opportunities offered include international service learning or individually-tailored service learning experiences.

Volunteer and Community Service. The Volunteer and Community Service (VCS) program provides volunteer opportunities for students, faculty and staff while meeting the needs of our local community partners. These experiences may be either one time service projects or service work that extends throughout the semester. Staff in VCS help students find service opportunities that fit their specific talents, schedules, and desires while serving our community. One way to meet area community partners is through the annual Volunteer Fair. The Volunteer Fair is held during the fall semester and allows students to speak with representatives from non-profit agencies about volunteer opportunities. Other opportunities offered through VCS include the Homework Clinic, Alternative Spring Break, Blood Drives, and advocacy projects for social justice issues.

Counseling Services

A student's college experience can be very rewarding, but also very challenging; and sometimes personal struggles can get in the way of doing one's best academically. Counseling Services offers assessment, treatment, and referral services for a wide range of personal and mental health issues from friend, roommate, couples, and family conflicts to depression, anxiety, disordered eating, trauma, etc. Professional, licensed counselors offer short term counseling on a free and confidential basis. Counselors make every effort to see a student in crisis immediately. After hours and on weekends, students in need of immediate assistance should contact Campus Police, or go to the emergency room of the nearest hospital. Consultation and referral services are available to faculty and staff year round. Call for further information or to schedule an appointment

Testing Program

The Testing Program offers registration information about various credit-by-examination and graduate school entrance examinations. The Testing Program also administers such tests, including but not limited to: CLEP, GRE, MAT, LSAT, PRAXIS Series, and SAT. For more information, visit the website at www.winthrop.edu/hcs, or call 803-323-2206.

DiGiorgio Campus Center

The headquarters for student activities on the Winthrop campus is DiGiorgio Center. This wireless facility houses administrative offices, including the Vice President for Student Life, Dean of Students and the offices of Residence Life, Multicultural Student Life, Judicial Affairs, Community Service and Americorps, Orientation and New Student Programs and Greek Life. The Center is also home to various student organizations, DiGiorgio Student Union, the university switchboard and the post office as well as a food court, small auditorium and organizational meeting rooms.

Health Services

Medical Services are provided by a team that includes certified and licensed nurse practitioners, registered and licensed nurses, consulting pharmacists and registered laboratory technicians. Basic medical services include consultation, diagnosis and

treatment and follow-up of acute illness or injury, such as asthma, back pain, common colds, skin conditions, abdominal pain, headaches, pneumonia and sexually transmitted infections. Work physicals and annual female GYN exams are provided. Mandatory immunizations are available. Office visits are offered at no charge. Some services (e.g. laboratory and medical supplies/procedures/treatments) will incur a minimal fee. All charges are billed to the student's account as "Health Services."

Some routine diagnostic laboratory tests can be performed at Health Services. Other ordered tests may be obtained on site and sent to an outside lab with results generally in 24 to 48 hours. All laboratory tests will incur a minimal fee.

Health & Counseling Services hours during the fall and spring semesters are Monday through Thursday from 8:30 a.m. to 5:00 p.m. Friday hours are 9:30 a.m. to 5:00 p.m.

Multicultural Student Life

Recognizing that a diverse student body enhances campus life for the entire community, Winthrop is strongly committed to attracting and maintaining a community of learners who value and appreciate diversity through integrating campus resources and programs. One such resource is the Office of Multicultural Student Life.

The Office of Multicultural Student Life partners with many areas of the university to support the social and academic success of all students focusing on the needs of minority students through culturally based programming and diversity training.

The office is designed to augment the academic, personal, cultural and social development of African American students as well as Asian American, Hispanic/Latino, Native American, Jewish, gay, lesbian and bisexual students and other special interest groups by offering a number of services: resources such as publications, books and video tapes; various activities during Welcome Week; a Martin Luther King Holiday Celebration; and coordination of the "More Than A Month" calendar of events, a series of activities held during the spring semester to highlight the contributions of African Americans in U. S. history.

In support of Winthrop's commitment to enable students to live, learn and lead for a lifetime, the office of Multicultural Student Life provides opportunities to complement the classroom experience by offering special programs and assisting other offices in recognizing, appreciating and celebrating campus diversity.

Parking on Campus

Motor vehicles parked on Winthrop property by faculty, staff and students must be registered with Campus Police. Faculty, staff and students attending only evening classes must also register their vehicles. All vehicles parked on university property must bear either a regular parking permit or a visitor's parking permit immediately after arrival on campus.

Performing Arts

Winthrop University is committed to helping students develop fully as well rounded, educated persons. In an effort to provide a setting which facilitates intellectual and cultural growth, the university offers numerous opportunities to enhance students' appreciation of the arts. Whether through participation or attendance, students further develop their artistic talents, perceptions and understandings. The following are performing groups on the Winthrop campus:

Brass Ensembles
Chamber Ensembles
Chamber Orchestra
Chamber Singers
Chorale
Clarinet Choir
Collegiate Choir
Flute Choir
Guitar Ensembles
Jazz Combos
Jazz Ensemble

Jazz Voices
Opera Workshop
Opera Theatre
Percussion Ensemble
String Quartet
Symphonic Band
The Bridge
Tuba Euphonium Choir
Wind Symphony
Winthrop Theatre
Woodwind Ensembles

Residence Life

Winthrop offers full-time students many types of living arrangements to meet individual needs and preferences. Seven campus residence halls and one apartment building offer comfortable, air-conditioned facilities ranging from traditional halls with community baths to deluxe suites and modern apartments. Three visitation options are offered in the residential facilities. Students must be enrolled for 9 semester hours to be eligible for campus housing. Students living in the residence halls are required to have a meal plan.

All residence halls are within walking distance of classes, Dacus Library, Thomson Cafeteria and DiGiorgio Center. Laundry and ironing facilities, study rooms, kitchens and eating areas are available in most residences. Linen service is not provided by the University. Rooms are furnished for double occupancy. However, if space is available, students may contract for private rooms at an additional cost.

The Courtyard at Winthrop offers private bedrooms in four or two-bedroom suites with a kitchen. The Courtyard is open 12 months a year and requires a separate lease. To request an application go to www.winthrop.edu/reslife/reshalls/courtyard.htm. Roddey Apartments are open 12 months and assignments are made with priority given to married, single family, international and graduate students.

All students assigned to campus housing must sign a contract relating to the terms and conditions of occupancy. It is important for students to read the contract before signing and to be thoroughly familiar with its terms. Violation of terms of the Housing Contract can result in immediate removal from living in the halls and subject the violator to further proceedings in

accord with the Student Conduct Code. Graduate students interested in living on campus should contact the Department of Residence Life in the DiGiorgio Center for additional information.

Services for Students with Disabilities

Disability Services staff work to provide reasonable classroom, residence hall, and campus accommodations for students with documented disabilities. Accommodations are reasonable adjustments that help ensure students have equal access to their education. Students who need accommodations are responsible for providing appropriate, current documentation of their disability and for scheduling an intake appointment with our professional staff. For more information about services and accommodations, call 803/323-3290 or visit www.winthrop.edu/disabilities.

Intercollegiate Sports

The university offers a variety of intercollegiate sports for men and women. Winthrop is a Division I member of the NCAA and a charter member of the Big South Conference. Conference championships are played in both men's and women's sports programs. The Winthrop Eagles field teams in both men's and women's basketball, tennis, soccer, golf, indoor and outdoor track and cross country; men's baseball and women's volleyball, lacrosse and softball. Winthrop has excellent athletic facilities which are clustered in a beautiful lakeside setting.

Recreational Services

Recreational Services promotes healthy lifestyles through diverse quality recreational opportunities and services to engage and enrich mind, body and spirit while enhancing life-long learning and adapting to an ever changing campus community. Winthrop offers a spirited and competitive recreational services program involving intramural and extramural sports, fitness and wellness activities, club sports, and special events. Over 500 activities are offered during the academic year ranging from group fitness to 5-on-5 basketball leagues. Activities are offered for male, female and co-ed participation. All currently enrolled students, faculty and staff of Winthrop University are eligible to participate. For more information, visit <http://www.winthrop.edu/recservices>, call 803-323-2198 or stop by the office located at 211 West Center.

Recreational Facilities

Members of the Winthrop community have a wide variety of leisure and recreational facilities available to them. The Winthrop Coliseum, located within a mile of campus, is a modern arena seating more than 6000. In addition to its intercollegiate facilities, the Coliseum houses a weight room and a training room for athletes.

Behind the Coliseum lie the Winthrop Lake and the University's 325 acre recreational complex, featuring baseball and softball fields, soccer fields, 12 lighted tennis courts, a cross country

course and golf course. Adjacent to the lake is The Shack, traditionally a gathering spot for student activities.

The Outdoor Education Center, also known as the Ropes Course, is located here. Groups and organizations use this facility to develop team building and leadership skills through a series of unique, problem solving exercises.

The Lois Rhame West Health, Physical Education and Wellness Center located on main campus includes a 30 foot climbing wall, 4 basketball courts also used for volleyball and badminton, 4 racquetball courts, a 25 yard pool with eight lanes, cardio stations consisting of 56 pieces of equipment including treadmills, elliptical machines, upright and recumbent bikes, an 8,000 square foot weight room with free weights and 66 machines featuring Magnum and Free Motion equipment, a 1/8 mile track overlooking the gymnasium area and 2 activity/aerobics rooms. For more information please visit <http://www.winthrop.edu/westcenter>, call 803-323-2652 or visit the office in 211 West Center.

Office of Victims Assistance

The Office of Victims Assistance provides direct services to survivors of sexual assault, domestic violence, dating violence, and stalking, as well as campus-wide educational programming to prevent these crimes from occurring. The office is staffed with a full-time Victim Services Coordinator and a part-time counselor who provide on-going support to the survivor, male or female, from the time of initial reporting. The staff provides counseling services and assists with obtaining sexual assault forensic exams, STI testing/treatment, pregnancy prevention, housing options, legal prosecution, and access to other support services. Each case is handled individually and the client is allowed to select which services he or she wishes to pursue. For additional information, visit the website. In the case of an emergency, call Campus Police at 803/323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, 803/329-2800.

Wellness Program

Wellness Services promotes the physical and mental well-being of Winthrop students by enabling them to make informed choices that contribute to healthy lifestyles. Educational information on health-related topics such as sexually transmitted infections, exercise, nutrition, disordered eating, as well as alcohol, tobacco, and other drug prevention is available to all students. Educational and preventive programs are presented upon request in residence halls, classes and to student groups by the Coordinator for Wellness Services or the Student Wellness Advocacy Team (SWAT). SWAT is a Winthrop student group that specializes in peer-to-peer health education. SWAT members are nationally certified peer health educators who serve as healthy role models and teachers on campus. To learn more about Wellness Services or SWAT, visit the website www.winthrop.edu/hcs.

GRADUATE ADMISSIONS

Admissions Policy

Winthrop University admits all qualified applicants and offers equal educational opportunities regardless of race, color, sex, age, national origin, religion or disability. Applicants are admitted on the basis of the probability of their success in completing the requirements for graduation.

Admission Requirements - Degree Seeking Applicants

1. Application: Each applicant must submit a completed application with the appropriate non-refundable application fee. Apply online through www.winthrop.edu/graduateschool/default.aspx?id=3305 Applications for admission must be received by the specified deadline for the desired program and entry term.
2. Residency Form: All applicants who claim South Carolina residency for tuition and fee purposes are required to complete a residency form. Additional information may be requested if further clarification is needed.
3. Official Transcripts: Applicants must submit official transcript(s) (sent directly to the Graduate School, Winthrop University from the issuing institution) for all institutions attended for undergraduate and graduate work. Applicants should have a baccalaureate degree from a regionally accredited institution. Degrees or coursework completed at an institution that does not hold accreditation from the commission on colleges of a regional accreditation agency will be evaluated on an individual basis.
4. Standardized Test Scores: An adequate score on an appropriate standardized test (GMAT, GRE, MAT, PRAXIS, etc.) is required for admission to most graduate degree programs. The appropriate test for each degree program is listed with the program description. (See "Degree Requirements" section.)
5. Preparation: Applicants should have demonstrated adequate academic preparation in their proposed area of study. Those with deficiencies in academic preparation may be required to take additional work to strengthen their backgrounds. The individual colleges may have other requirements, such as letters of recommendation, additional test scores, experience, an audition, or a personal interview, educational background beyond the bachelor's degree, etc. Additional admission requirements for specific programs are listed in the "Degree Requirements" section.
6. Approval for Admission: Each applicant for admission to a degree program must have the approval of the college in which the student's area of specialization is located. Although admission documents are submitted originally to the Graduate School, all

credentials are reviewed by the individual college where the admission decision is made. (See "Notification of Admission.")

Application Deadlines

Application deadlines for admission of United States citizens and residents are as follows:

| | |
|-------------------|---------------------------------|
| July 15 | Fall semester |
| December 1 | Spring semester |
| May 15 | Summer - June enrollment |
| June 15 | Summer - July enrollment |

To ensure complete review of applications, students are encouraged to submit applications and credentials well before the posted deadlines.

Some programs have special application deadlines. In these cases, applicants are expected to submit the application, as well as official transcripts, official test scores and other credentials by the special application deadlines indicated below:

January 15, for summer admission, M.Ed. in Counseling and Development
January 15, for fall admission, School Psychology
February 15, for summer admission in MA in Art Education
February 15, for fall admission, MA in Arts Administration
February 15, for fall admission, ACEND Dietetic Internship Certificate
March 1, for summer admission, M.Ed. Literacy
March 1, for fall admission, MFA
April 1, M.Ed. in Educational Leadership
April 15, fall admission for MS in Biology
May 15, for fall admission, M.Ed. in Counseling and Development
September 1, for spring admission, MFA
October 15, for spring admission, M.Ed. in Counseling and Development.

Applications for admission and supporting credentials for prospective international students must be received by April 15 or September 15 for registration in the fall or spring semester, respectively. Thus, international applicants living outside the United States should complete the required standardized tests at least three months prior to April 15 or September 15, as appropriate.

Admission Requirements – Non-Degree Applicants

1. Application: Each applicant must submit a completed application form, with the appropriate non-refundable application fee. Apply on-line through www.winthrop.edu/graduateschool/default.aspx?id=3305.

2. Residency Form: All applicants who claim South Carolina residency for tuition and fee purposes are required to complete a residency form. Additional information may be requested if further clarification is needed.
3. Official Transcripts: Applicants must submit official transcripts (sent directly to the Graduate School, Winthrop University from the issuing institution) indicating completion of a baccalaureate degree from a regionally accredited institution, or a copy of a South Carolina Class III Teaching Certificate or its equivalent from another state. Degrees or coursework completed at an institution that does not hold accreditation from the commission on colleges of a regional accreditation agency will be evaluated on an individual basis.

Students may be admitted with GN (graduate non-degree) status if the stated undergraduate prerequisites do not exceed 12 hours. Students needing more than 12 hours of prerequisites should seek admission as an undergraduate special. Admission as a graduate non-degree student in no way guarantees subsequent admission into a graduate degree program. Students classified as graduate non-degree who later elect to pursue a degree program must have their credentials evaluated for admission to the program.

GN students who are seeking admission to a graduate degree program may take no more than 12 semester hours of graduate credit at Winthrop prior to being fully admitted to a graduate degree program. Should the student subsequently be admitted to a degree program, a maximum of 12 semester hours of graduate non-degree credit may be applied toward the degree.

Courses taken while a student is classified as graduate non degree may not be applied toward a degree program in the College of Business Administration. The College of Business Administration restricts this category to transient students enrolled in other graduate programs, to students holding graduate business degrees and to students taking courses to satisfy professional obligations such as teacher certification requirements.

Note: Students who are admitted as non-degree are not eligible for financial aid.

Admission Requirements - Transient Applicants

Graduate students at other regionally accredited institutions wishing to enroll in a graduate course at Winthrop for transfer back to their home institutions are assigned transient graduate non-degree (GN) status. These students are admitted if they are eligible to continue as graduate students in good standing in their home institutions and on the written approval of the graduate dean of those institutions.

1. Application: Transient applicants must submit a graduate transient application and the appropriate non-refundable application fee. The transient application is available online at

<http://www.winthrop.edu/uploadedFiles/graduateschool/applicationforms/Transientapp08.pdf>.

2. Residency Form: All applicants who claim South Carolina residency for tuition and fee purposes are required to complete a residency form. Additional information may be requested if further clarification is needed.
3. The Statement of Authorization: The statement of authorization from the applicant's home institution must be completed on the graduate transient application form.

Transient graduate students may enroll only in those courses for which they have received approval from the dean of the college at Winthrop offering the course(s). Students will be responsible for presenting documentation that course prerequisites have been met.

Transient graduate students will not be changed to regular status without meeting regular admission requirements through the Graduate School.

Admission Requirements - International Applicants

1. Application: All international graduate applicants must submit an application form with the appropriate non-refundable application fee. Apply online at www.winthrop.edu/graduateschool/default.aspx?id=3305 **Applications for admission of prospective international applicants must be completed by April 15 or September 15 for registration in the fall or spring semester, respectively.**

Applicants MUST have all official transcripts, test scores and course evaluations sent DIRECTLY from the issuing institution or agency. We will not accept these documents from the applicant.

2. Official Transcripts: Applicants must submit official transcripts of all undergraduate and graduate work in the applicant's native language and in English. All official transcripts MUST be sent directly to the Graduate School from the issuing institution; we will not accept transcripts from applicants. In addition, if the degree completion statement does not appear on the transcript, an official statement verifying the completion of the degree is required in the native language and in English.
3. Transcript Evaluations: Applicants are required to have international coursework evaluated by an independent evaluation service. You may choose any education evaluation service that is a member of the National Association of Credential Evaluation Services (NACES). Once an evaluation has been completed, please request that an official copy be mailed to: The Graduate School at Winthrop University, 209 Tillman Hall, Rock Hill, SC 29733, USA. Official copies of transcript evaluation must be sent directly to the Graduate School from the issuing agency; we will not accept evaluations from applicants.

4. **English Language Proficiency:** All international graduate applicants must present an official TOEFL score of at least 550 on the paper-based test or 79 on the internet based test, an IELTS score of at least 6 (MBA 6.5), or successful completion of level 112 of the Intensive English for Academic Purposes Program from an English Language School (ELS) center. Applicants who take the TOEFL or IELTS must have the official score report sent to the Graduate School directly from the testing service. Applicants who complete the ELS program must have an official Certificate of Completion and Academic Report sent to the Graduate School from the ELS center.
5. **Standardized Test Scores:** An adequate score on an appropriate standardized test (GMAT, GRE, MAT, PRAXIS, etc.) is required for admission to most graduate degree programs. The appropriate test for each degree program is listed with the program description. (See "Degree Requirements" section.)
6. **Program-specific Requirements:** The individual colleges may have other requirements, such as letters of recommendation, additional test scores, experience, an audition or personal interview, education background beyond the bachelor's degree, etc. Additional admission requirements for specific programs are listed in the "Degree Requirements" section.
7. **Preparation:** Applicants should have demonstrated adequate academic preparation in their proposed area of study. Those with deficiencies in academic preparation may be required to take additional work to strengthen their backgrounds.
8. **Approval for Admission:** Each applicant for admission to a degree program must have the approval of the college in which the student's area of specialization is located. Although admission documents are submitted originally to the Graduate School, all credentials are reviewed by the individual college where the admission decision is made.

Additional Documents Required After Admittance:

Financial and Bank Statement: A certified financial statement indicating the applicant's ability to pay for expenses incurred as a student and an original/official bank statement no more than six months old at the time of registration must be submitted to the Graduate School in order to obtain the I-20 Visa. In certain cases, advance payment of tuition and fees may be required.

Health Insurance and Immunization Form: Because all medical and dental treatment in the USA is private and very expensive, it is very important that everyone has insurance. Winthrop University requires all international students, and their dependents, to maintain health insurance. All major universities have a similar requirement. The Winthrop University Student Health Insurance Plan ("Health Plan") insures the student against major expenses accompanying an accident, illness or hospitalization. Information regarding purchasing insurance is available from Health Services and the International Center during the

International Student Orientation. All international students are required to submit an immunization form, with complete immunization records, to Health Services prior to registering for classes.

Admission Requirements - International Non-Degree Applicants

1. Application: All international graduate applicants must submit an application form with the appropriate non-refundable application fee. The application is available at <https://www.applyweb.com/apply/wing/menu.html>. **Applications for admission of prospective international applicants must be completed by April 15 or September 15 for registration in the fall or spring semester, respectively.**
2. Official Transcripts: Applicants must submit official transcripts (sent directly to the Graduate School from the issuing institution) of all undergraduate and graduate work in the applicant's native language and in English. If the degree completion statement does not appear on the transcript, an official statement verifying the completion of the degree is required in the native language and in English. Important information regarding evaluations of international transcripts can be found online at www.winthrop.edu/graduateschool.
3. Test of English as a Foreign Language: All international graduate applicants must present an official TOEFL score of at least 550 on the paper-based test or 79 on the internet based test, an IELTS score of at least 6 (MBA 6.5), or successful completion of level 112 of the Intensive English for Academic Purposes Program from an English Language School (ELS) center. Applicants who take the TOEFL or IELTS must have the official score report sent to the Graduate School directly from the testing service. Applicants who complete the ELS program must have an official Certificate of Completion and Academic Report sent to the Graduate School from the ELS center.

Additional Documents Required after Admittance:

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insurance is available from Health Services and the International Center during the International Student Orientation. All international students are required to submit a medical form, with complete immunization records, to Health Services prior to registering for classes.

Students may be admitted with GN (graduate non-degree) status if the stated undergraduate prerequisites do not exceed 12 hours. Students needing more than 12 hours of prerequisites should seek admission as an undergraduate special. Admission as a graduate non-degree student in no way guarantees subsequent admission into a graduate degree program. Students classified as graduate non-degree who later elect to pursue a degree program must have their credentials evaluated for admission to the program.

GN students who are seeking admission to a graduate degree program may take no more than 12 semester hours of graduate credit at Winthrop prior to being admitted to a graduate degree program.

Should the student subsequently be admitted to a degree program, a maximum of 12 semester hours of graduate non-degree credit may be applied toward the degree.

Courses taken while a student is classified as graduate non-degree may not be applied toward a degree program in the College of Business Administration. The College of Business Administration restricts this category to transient students enrolled in other graduate programs, to students holding graduate business degrees and to students taking courses to satisfy professional obligations such as teacher certification requirements.

Graduate non-degree students may enroll only in those courses for which they have received approval from the dean of the college at Winthrop offering the course(s). Students will be responsible for presenting documentation that course prerequisites have been met. Graduate non-degree students will not be changed to regular status without meeting regular admission requirements through the Graduate School.

Note: International students who are admitted as non-degree are not eligible for financial aid, graduate assistantships or scholarships.

Application Fee and Time Period

All applicants for admission to graduate studies must submit a complete application with a \$50 non-refundable application fee. Applicants should submit all payments to Winthrop University in United States currency. Payment must accompany the application before it can be processed.

The application and credentials are valid for a period of one year beyond the initial date desired for enrollment. Applicants who enroll within this time period pay the fee only once, regardless of the number or date of future enrollments. Applicants who do not enroll within this time period and who subsequently desire to be admitted must reapply and repay the fee (non-refundable) and may be required to resubmit all supporting materials.

Disposition of Application Materials

Credentials or supporting materials submitted for admission to the Graduate School become the property of the University and are not returned. Copies will not be provided to a third party outside the University even at the applicant's request. Copies may be provided to appropriate offices at the University in the interest of academic matters or financial awards relative to the applicant.

Graduate Credit for Winthrop University Seniors

Winthrop seniors with an overall grade point average at Winthrop of 3.0 or better may be permitted to take courses numbered 500-599 for graduate credit during their final semester of undergraduate work, provided the total course load (undergraduate and graduate) for that semester does not exceed 16 semester hours. The student may receive graduate credit for these courses only if the requirements for the baccalaureate degree are satisfactorily completed by the end of that same semester.

Senior accounting students in their final term may take one 600-level accounting class if the student meets the following conditions:

1. Admitted to graduate studies for the MBA Accounting Emphasis program;
2. Limited to one 600-level accounting course;
3. A 3.0 undergraduate grade point average; and
4. Limited to maximum load of 16 semester hours.

Undergraduate students who wish to take courses for graduate credit must receive specific approval from the academic dean of the college in which they are majoring. Approval applications are available in the Records and Registration office, 126 Tillman.

Mandatory Immunization Requirements

Winthrop University requires all students born on or after January 1, 1957 to provide proof of immunity to **Measles (Rubeola)**, **German Measles (Rubella)** and **Mumps**. Two valid doses of MMR (or the equivalent) or blood titers showing immunity are required. All students must have a **Tetanus** vaccination within the last ten years. The **Meningococcal** vaccine requirement can be completed with one meningitis vaccine or the signed waiver on page 2 of the Immunization Form. All students must complete the **Tuberculosis** Screening Questionnaire on page 2 of the Immunization Form. Age, medical and religious exemptions are allowed by law. Students attending a class that meets for 2 weeks or less are exempt from the immunization requirements. All required immunizations are available at Health Services for a minimal fee.

The Immunization form is available in Health and Counseling Services and on the graduate school website at www.winthrop.edu/graduateschool/forms. The completed form should be sent to Health Services, Winthrop University, Rock Hill, SC 29733.

All medical information is confidential and does not affect a student's admission status.

Notification of Admission

After a student's application and credentials are reviewed in the appropriate academic unit, the Graduate School informs the applicant by letter of the admission decision.

Students are admitted to graduate study as graduate degree students (G) or graduate non-degree students (GN). Students who are awarded G status are admitted without restrictions to the program for which they have made application. Students awarded GN status are not considered degree candidates and, therefore, are not admitted to any program.

Readmissions

Any Winthrop graduate student who has withdrawn from the University for any reason or who was not registered for courses the previous semester is required to apply for readmission through the Graduate School. Official transcripts from all regionally accredited institutions attended during a student's absence from the University must be submitted when applying for readmission.

Credentials of graduate students applying after an absence of 12 months or more are reviewed for readmission under the current catalog.

Students seeking readmission into the same graduate degree program after an absence of one to five years may be excused from the admission criteria in effect at the time of readmission if the academic unit deems such a waiver is appropriate. The student is, however, required to complete the graduation requirements in effect at the time of readmission.

Graduate students who have been absent for five calendar years or longer are subject to admission policies which apply to first time applicants:

1. All admission credentials must be evaluated against current admission criteria;
2. Any special permissions, waivers, substitutions or other dispensations previously granted by Winthrop are void; and
3. All credit hours previously earned at Winthrop, including credit by examination, re-evaluated against current criteria.

Senior Citizens

Under the provisions of Section 59-111-320 of the South Carolina Code of Laws, state supported colleges and universities are authorized to permit legal residents of South Carolina who have attained the age of 60 to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition, if these persons meet admission and other standards deemed appropriate by the college or university and if these persons do not receive compensation as a full-time employee. Exemption must be requested at time of registration.

A senior citizen is responsible for paying any lab fees, book purchases and/or other course fees. Applications for Graduate Admissions are available in the Graduate School Office.

Testing Information

For information regarding the following tests, visit their respective websites:

Graduate Record Examination (GRE): www.takethegre.com

Graduate Management Test (GMAT): www.mba.com

International English Language Testing System (IELTS): www.ielts.org

Miller Analogies Test (MAT): www.milleranalogies.com

Test of English as a Foreign Language (TOEFL): www.ets.org/toefl

FEES

The 2010-2011 fees listed below are subject to change by action of the Winthrop Board of Trustees. For more information regarding fees go to the Cashiers Office website at: www.winthrop.edu/cashiers.

All tuition guarantee bonds are held in the Risk Management Office at Winthrop University and are accessible upon request.

Tuition Policy for Out of State Graduate Students

Graduate students qualifying for any of the following exceptions shall pay the same fees as in-state graduate students:

1. Graduate assistants;
2. Graduate students holding fellowships;
3. Graduate students with academic scholarships in an amount sufficient to receive a waiver.
4. Graduate students participating in the Academic Common Market; or
5. Graduate students from the member counties in the Charlotte Regional Partnership*, an economic development organization.

*Effective July 1, 1999, Winthrop University was authorized by state law to offer graduate-level in-state tuition to residents of the member counties of the Charlotte Regional Partnership, up to existing academic capacity. The South Carolina counties of York, Chester, Lancaster, and Chesterfield are joined in this partnership by the North Carolina counties of Mecklenburg, Gaston, Alexander, Anson, Cabarrus, Catawba, Cleveland, Iredell, Lincoln, Rowan, Stanly and Union. Potential enrollees who are residents of any of these counties should request further details about this policy from the Graduate School at Winthrop University 800/411-7041 or 803/323-2204.

Miscellaneous Fees and Expenses

Application Fee. A non-refundable application fee of \$50 must accompany each new application to the University. The application fee must be paid in United States currency. The application for admission and the application fee will be valid for one calendar year from the applicant's original entry date. Should the student not matriculate during that year, a new application and new application fee will be required.

Graduation Fee. A \$50 graduation fee will be charged to your student account after you apply for graduation.

Commencement Costs. All students participating in the commencement exercises must wear appropriate academic regalia, which is available through the Winthrop University

bookstore. The charge for a cap, gown and hood and for other commencement expenses is approximately \$95 for advanced degree candidates.

Laboratory Fees. A laboratory fee is charged for courses in which specialized equipment and consumable supplies are used. Refer to the "Courses of Study" section of this catalog to determine specific courses and charges.

Motor Vehicle Registration Fee. Motor vehicles operated or parked on Winthrop University property must be registered. Resident students may register one vehicle at \$75 for all students except residents of The Courtyard who pay \$50.

Textbooks and Materials Cost. The cost of textbooks and materials is not included in the regularly assessed fees and varies with the requirements of specific courses. Textbooks and materials are available on a cash basis from Winthrop University's bookstore.

Thesis Binding Fee. A binding fee of \$20 per thesis copy must be paid at the time the thesis is submitted to the Graduate School.

Fee Payment Schedule

Fee payments are due by 5 p.m. in the Cashier's Office, 22 Tillman Hall, on or before the dates specified in the Winthrop University Online Schedule of Courses and Wingspan prior to each registration. All checks and money orders should be made payable to Winthrop University and may be mailed to the Cashier's Office, Winthrop University, Rock Hill, South Carolina 29733. Please include legal name of student and identification number on all correspondence.

The following other payment options are available electronically at <https://wingspan.winthrop.edu> or <http://winthrop.edu/cashiers/>:

- Electronic check with no transaction fee
- American Express, MasterCard or Discover Credit Card payments with a 2.75 percent transaction fee.

Registration Validation

Validation is a term used to verify that a student will be attending classes for which he/she has registered in a given semester and that all financial obligations associated with the registration have been settled.

If your balance is zero before the fee payment deadline, you may request validation on line at <https://wingspan.withrop.edu> or <http://winthrop.edu/cashiers>.

If you have a balance to pay, your schedule will be validated when your payment is received.

If your schedule is not validated by the fee payment deadline, your class schedule will be dropped.

Payment Plan

Winthrop University is pleased to offer students a four-payment plan to budget the cost of the current semester's academic fees, room and board. The Winthrop Payment Plan (WPP) is offered exclusively by the University and replaces all other deferred plans. The WPP is offered as a service, allowing the students to budget their educational and related costs over the period of a semester. The plan is optional -- students may still elect to make full payments by the stated deadlines. The University will accept any advance payments the student may wish to prepay as a credit to the bill, reducing the amount to be paid using the four-payment plan.

Eligibility. All students in good financial standing with the university are eligible to enroll. Students who have not paid their bills on a timely basis may lose the right to participate.

Included Costs. All current tuition, lab fees, room and board costs may be included in the WPP. **Any prior semester balances, cafe cash, orientation and graduation fees, parking fines, bookstore purchases, late fees, and other miscellaneous charges cannot be included in the WPP.**

Billing. The WPP requires an initial payment by the stated deadline for fee payment. The remaining balance is payable to the University in three monthly installments (approximately every 30 days). The University will send a bill to all participants approximately two weeks in advance of the due date for each installment. The WPP is interest free; however, the University assesses an administrative fee of \$30 each semester to offset the additional cost of record keeping and billing and late fees of \$25 will be assessed on delinquent monthly payments.

Financial Aid. Financial aid **received** and **awarded** (excluding Federal Work Study) through Winthrop may be used toward computing the amount budgeted through the plan. This aid should be shown on the initial semester billing. Aid other than that shown on the billing cannot be deducted without first receiving a **DISCLOSURE STATEMENT FROM YOUR LENDER** or a copy of the award letter if there is an outside scholarship award. You must send a copy of the disclosure statement or award letter to the Cashiers Office.

Notes: The University will assess a delinquent charge of \$25 for each month the amount due is not received as scheduled. Furthermore, the University reserves the right to assign your delinquent account to a collection agency and you will be responsible for all associated collection costs. Checks returned by the bank will be subject to a returned check fee of \$30 in addition to the delinquent charge.

Enrolling. You can enroll in the WPP online by filling out the Winthrop Payment Plan Enrollment form on [Wingspan](#). Please direct WPP questions to the Cashier's Office in 22 Tillman Hall, cashiersoffice@winthrop.edu or telephone 803/323-2167.

Past Due Indebtedness

Students are expected to keep their University accounts current. Students with past due accounts are not allowed to obtain transcripts, grade reports or diplomas, or to enroll for additional coursework. The University reserves the right to cancel enrollment of a student with a past due account. The enrollment cancellation does not relieve the student of the incurred debt.

Under the provisions of Sections 12-54-50 and 12-53-20 of the South Carolina Code of Laws, the South Carolina Department of Revenue is authorized to garnish wages from debtors and/or seize tax refunds otherwise due to taxpayers who have delinquent debts with Winthrop.

If an account becomes delinquent, the University reserves the right to assign the account to a collection agency, and the student will be responsible for all associated collection costs.

Returned Check Policy

A personal check given in payment of University expenses, which is subsequently returned by the bank unpaid, immediately creates indebtedness to the University.

Once the Cashier's Office has been notified by the bank of a returned check, an email is sent to the issuer of the check. The issuer of the check will have three (3) days from the date of this letter to redeem the check by paying the full amount of the check, plus a returned check penalty equal to the maximum amount permitted by law (SC Code of Laws, section 34-11-70). Payment of a dishonored check must be made by cash, cashier's check, money order, or American Express, MasterCard or Discover credit cards.

If a returned check remains unpaid, collections efforts will be followed as allowed by the Code of Laws of South Carolina section 34-11-70.

A student with a total of three returned checks will be placed on the "Cash Only" basis for the remainder of his/her enrollment.

Fee Adjustments for Withdrawals

Students admitted and registered for courses at Winthrop University are financially and academically responsible for fees and charges associated with those courses. When a student withdraws from one or more courses, a refund may be due or a repayment owed in accordance with institutional guidelines.

Students receiving Title IV Federal Funds, which have been applied against their charges, may also be subject to the Federal Refund/ Repayment Guidelines: Section 668.123.

Academic Fee Adjustments. For all students, except students enrolled for the first time at Winthrop, and receiving Title IV Federal Funds, academic fees will be prorated on the basis of the following schedule:

| Official Withdrawal Date* | Percentage of Academic Fee Adjustment |
|-----------------------------------|---------------------------------------|
| Before end of 1st week of classes | 100 % |
| Before end of 2nd week of classes | 75 % |
| Before end of 3rd week of classes | 50 % |
| Before end of 4th week of classes | 25 % |

*The week for academic fee adjustments begins with the 1st day of classes scheduled for the term.

Housing and Meal Adjustments. Housing fees are prorated on a weekly basis through the seventh week of each semester. Meal fee refunds are prorated on a weekly basis throughout each semester. Be sure to read the residence hall contract regarding contract cancellation policies.

Processing Fee Adjustments. Adjustments due are computed from the date of official withdrawal from the University, official reduction of course load, official withdrawal from courses or official withdrawal from housing. When forms required for reduction of course load or complete withdrawal are filed in a timely manner, it is anticipated that this process would be completed in 14 days from the date these forms are submitted.

FINANCIAL ASSISTANCE

At Winthrop University, we believe higher education should not be a privilege reserved only for those who can afford it. The Office of Financial Aid is committed to helping Winthrop students find appropriate ways to finance their education.

Fully admitted, degree-seeking applicants may be considered for a Graduate Assistantship, Graduate Incentive Scholars Award, Winthrop Graduate Scholarship as well as a number of other scholarships. Fully admitted, degree-seeking students may also apply for the Children of Faculty and Staff Scholarship if their parent works for Winthrop University.

Applicants for graduate assistantships should demonstrate skills and/or experience in the area of expertise for which they will have responsibility. Applicants for Graduate Incentive Scholars Awards and Winthrop Graduate Scholarships should demonstrate ability or promise of academic excellence. Need of financial assistance may be considered for Winthrop Graduate Scholarships and the Yu and Pai-Chih Beh Scholarship. Non-degree students are ineligible to receive financial awards.

Nominations from the academic units for Graduate Incentive Scholars and Beh Scholarships are forwarded to the Graduate Scholarship Committee. This committee, made up of the graduate directors from the Colleges of Arts and Sciences, Business, Education, and Visual and Performing Arts, review and endorse candidates for these financial awards. Graduate Assistantships and Winthrop Graduate Scholarships are determined by each academic unit.

There are three separate financial awards applications, graduate assistantships, scholarships and the Graduate Incentive Scholarship. Students must fill out the appropriate form for each award. Applications may be found online at the Graduate School website. The graduate director for each college will coordinate the review process for financial awards and submit nominations to the Graduate Scholarship Committee for final review and endorsement. The committee will submit the name of the award recipients to the Graduate School Office. Award letters will be issued by the Graduate School in conjunction with the Office of Financial Aid.

The Graduate Directors will forward the Application of Graduate Assistantships and Winthrop Graduate Scholarships to the appropriate department for consideration. Nominations for those awards will be submitted by the academic departments to the Graduate School Office.

Graduate Assistantships

Graduate assistantships provide a form of financial assistance available to qualified graduate students. Students who are awarded graduate assistantships are required to work on campus, and in return receive a stipend and tuition waiver. The exact dollar amount of the stipend and tuition waiver may vary, and will depend on a number of factors.

Academic Graduate Assistantships are available in many of the departments and colleges offering graduate work. Application forms may be obtained from the Graduate School website.

The completed applications are submitted directly to the Graduate Director in the student's college and to any other department in which the applicant wishes to apply.

A limited number of non-academic graduate assistantships may be available in several areas. Students interested in working in these areas should contact the Graduate School or visit the Assistantship web site at: www.winthrop.edu/graduateschool/assistantships.

Graduate assistantships are awarded to students who are fully admitted, without provisions, to graduate degree programs. To retain a graduate assistantship, the student must maintain academic eligibility and may not be on academic probation. Non-degree students may not hold graduate assistantships.

Graduate assistants should not begin working until the Graduate Assistant Employment and Wage Agreement Form has been approved by the Office of Human Resources and Affirmative Action. Additional tuition charges beyond the 9 hour load, lab fees and other charges must be paid by the student.

Graduate students seeking to take more than 12 hours must have the permission of the academic dean. The only exception to the minimum course load is when the student needs a smaller number of hours to complete the degree program. Enrollment in GSTC 600 is unacceptable. The recipient must be registered for a full time course load prior to signing the Graduate Assistant Employment and Wage Agreement form. Students may hold only one full assistantship.

Students enrolled for student teaching are ineligible to serve as a graduate assistant that semester.

Graduate Associateships

The Division of Student Life offers Graduate Associateships to graduate degree-seeking students who demonstrate abilities appropriate to the work positions. The exact amount of the stipend and tuition waiver will vary and depends on a number of factors. The associateships require 20 hours of service per week. (There are some limited variations in Residence Life with the graduate associate holding the title of Residence Director.)

Position availability varies by academic year and budget allocations. Graduate associateships are typically in the following departments within the Division: Residence Life, Career Services, Student Affairs, and Counseling and Health Services. Position descriptions vary by department. Position descriptions and contact information are available on line at <http://www.winthrop.edu/studentlife/defaculty.aspx?id=5989>.

Graduate Scholarships

Yu and Pai-Chih Beh Memorial Endowed Scholarship. Established in 1992 by the Beh family, this is a Permanent Endowment Fund created to honor Professor Yu Beh and Mrs. Pai Chih Beh of China, parents of Catherine Beh Cheng (Winthrop class of '59) and grandparents

of Joyce Wang Mu (Winthrop class of '85). The purpose of this scholarship is to encourage one or more graduate students from China to come to the United States and study at Winthrop University. Letters of application should be submitted to the Graduate School by February 15.

Annette Wells-Shelley Scholarship. Established by Annette Wells-Shelley, alumna, this is for a student seeking a graduate degree in the College of Education. Financial need is a criterion. Applications should be made to the Director of Graduate Studies in the College of Education.

Winthrop Graduate Scholarships. The recipients are selected on the basis of ability and future promise. Recipients must be fully admitted into a degree program at Winthrop, enrolled and in good standing. Students on probation are ineligible for a scholarship. Students must be enrolled in a degree program during the semester or semesters for which the award is given. (Future graduate students must have applied for admission to a graduate program in order for their applications to be considered.) These scholarships represent an outright gift from the Winthrop Foundation and do not require any work responsibilities on the part of the student. Applications for these scholarships may be secured from the Graduate School Office, 209 Tillman Hall or online at www.winthrop.edu/graduateschool/forms. A recipient of the scholarship is permitted to hold both a Winthrop Graduate Scholarship and some other major form of aid, such as a graduate assistantship.

Graduate Incentive Scholars Program. Members of a minority race who enroll in graduate programs at Winthrop may be eligible for fellowships under the Graduate Incentive Scholars Program. Applicants must be U.S. citizens, bona fide residents of South Carolina, members of a minority race, and fully-admitted, full-time students at Winthrop. Interested students should contact the Graduate School, 209 Tillman Hall, 803/323-2204 or 800/411-7041 or online at www.winthrop.edu/graduateschool.

Mary Roland Griffin Scholarship. Established in 1994 by alumnae and friends for a student enrolled in the M.S. program in sport and fitness administration. This is a permanent endowment fund created to honor Dr. Mary Roland Griffin, Winthrop class of 1950 and Professor Emeritus. Applications should be submitted to the chair, Department of Physical Education, Sport, and Human Performance.

Frank Bryan Tutwiler Scholarship. The purpose of the fund is to provide scholarships for graduate students pursuing a Master of Arts in Teaching. The students must meet the following criteria: a) undergraduate degree in one of the sciences to include biology, chemistry, physics and geology from a regionally accredited college or university, b) complete undergraduate studies with a minimum of 3.0 grade point average and c) show evidence of potential as a successful science teacher. All criteria have to be met. Recipient selection and the number of recipients will be determined under the auspices of the Director of Graduate Studies, Richard W. Riley College of Education.

Children of Winthrop Faculty and Staff Scholarship. Scholarships funded by the generous contributions of Winthrop University faculty and staff are available to qualifying children of full-time faculty and staff members. The purpose of these scholarships is to recognize and encourage academic excellence. Sons and daughters of Winthrop faculty and

staff should complete the application and submit it to the Office of Financial Aid. Interested students may contact Winthrop's Office of Financial Aid for information, 803/323-2189 or FinAid@winthrop.edu.

Need based Financial Assistance

Students who wish to apply for federal student loans should complete the Free Application for Federal Student Aid (FAFSA) and list Winthrop University (code number 003456) as a recipient. FAFSA's should be completed on-line at www.fafsa.ed.gov. Students who wish to receive aid for fall semester should submit the FAFSA by May 1. (September 1 for spring semester applicants and March 1 for summer session applicants.) All awards of need based financial aid are made annually; and students must reapply each academic year in order to be considered for assistance. The Office of Financial Aid is located in 119 Tillman Hall, 803/323 2189. Students interested in applying for a South Carolina Teacher's Loan should contact the Office of Financial Aid directly. **Note: Students who are admitted as non-degree students are ineligible to receive financial aid.**

Other Sources of Financial Assistance

Veteran Benefits. Winthrop is approved by the State Approving Section, South Carolina State Department of Education, for training of eligible veterans, disabled veterans, and children of deceased or disabled veterans. Contact the Veterans Administration Regional Office, 1801 Assembly Street, Columbia, SC 29201 for information and necessary forms. The veteran or other eligible person should contact Winthrop's Veteran Benefits Office, at least 45 days before the beginning of the semester in which the student plans to enter the University.

Children of disabled or deceased veterans may receive additional assistance in payment of tuition and fees. For information regarding eligibility and applications, contact the State Approving Section, South Carolina State Department of Education, Rutledge Office Building, Columbia, South Carolina 29201. To receive veteran's benefits, veterans and other eligible persons must read and sign a "Veterans Compliance Agreement" (available from Winthrop's Veteran Benefits Coordinator), indicating understanding of the agreement and willingness to comply with the procedures and regulations. These regulations require the Veteran Benefits Coordinator to be informed immediately of the number of semester hours in which the student is enrolled each term, changes in enrollment and changes in the chosen degree program. For more information contact Winthrop's Veteran Benefits Office, 126 Tillman Hall, 803/323-3691, va@winthrop.edu or visit the Winthrop's Veteran Benefits Office website at <http://www2.winthrop.edu/va/>.

ACADEMIC REGULATIONS

Academic Eligibility

Probation

Once a student has been admitted with graduate degree status (G) or with graduate non-degree status (GN), he or she is expected to maintain an acceptable cumulative grade point average. A student whose cumulative grade point average falls below 2.85 during the first 18 hours of coursework is placed on academic probation. A student who has earned more than 18 hours and who fails to maintain a grade point average of 3.0 is placed on probation. A student may take up to nine hours while on academic probation. If the grade-point average does not rise to the minimum acceptable standard based on the number of hours earned within the first nine hours of being placed on probation, the student is dismissed from graduate study. A course in which the student receives a grade of W/N is included in this nine-hour limit. If a student repeats one or two courses while on academic probation, the new grade replaces the original grade in the calculation of the grade-point average.

Grade-point averages calculated for removal of probationary status are based on all graduate courses taken at Winthrop University, not on selected courses. All course work used to restore the grade-point average to the minimum acceptable standard based on the number of hours earned must be completed at Winthrop. Credit earned at any other institution while the student is on academic probation or is ineligible to enroll at Winthrop cannot be applied to any degree at Winthrop University.

Dismissal

Students who have been dismissed because of academic ineligibility may reapply for graduate admission. The following policies apply to graduate non-degree and graduate degree students applying to the same or a new graduate program. Students wishing to be readmitted following a dismissal must wait at least one year before applying. (One year is defined as two semesters or one semester and one summer session.) During this period, they are ineligible for admission to any program at Winthrop University.

When students reapply following dismissal, they are responsible for assembling all credentials required for readmission by the appropriate academic unit. Students' credentials are evaluated and the admission decision is made by the academic unit. These credentials must include a transcript of all work at Winthrop University prior to the dismissal. No course with a grade below B from a student's previous institutions (prior to dismissal) may be applied for readmission credit. If a student who previously received course grades below B is readmitted, the student may repeat these courses regardless of prior repetitions. However, a grade below B after readmission in any course will result in immediate dismissal.

Petitions

Any graduate student may appeal for variations in university-wide graduate policies and regulations by submitting a petition, written by the student, to the Graduate Petitions Committee through the Records and Registration office. Instructions for a petition and the petition form can be found on the Graduate School website. Petitions must be typed and signed by the student. Signatures from the student's advisor, department chair, and dean or graduate director are also required.

Petitioners are encouraged to attach a letter of recommendation from their advisor; however, letters of recommendation are optional. All documentation will be sent to the Graduate Petitions Committee, and the student and advisor will be notified once the decision is made.

Appeals of the decision of the Graduate Petitions Committee may be made to the Dean of the Graduate School.

Fluency in English

A grievance policy exists in cases where a student claims that a faculty member's fluency in English is not adequate to conduct a course. Students may consult department or deans' offices or the Office of Academic Affairs to obtain the full text of the policy and grievance procedures.

Advisement

Academic advisement at Winthrop is viewed by both faculty and students as an integral part of the learning process. The primary role of the academic advisor is to assist the student in planning a course of study which leads to the desired degree.

A graduate student who has been newly admitted to a degree program in a particular discipline is assigned an advisor in the college offering that degree. Generally, the advisor assignment is not changed unless the student changes degree programs. Prior to registration for each term, the student is required to contact the academic advisor to obtain assistance in planning the particular courses to be taken.

Classification of Students

Graduate Degree Student. This classification status, also referred to as "graduate" (G), is awarded to students accepted for graduate study leading toward an advanced degree.

For a master's degree, the student's undergraduate record must demonstrate adequate preparation in the chosen program at regionally accredited institutions and scholarship potential as measured by undergraduate grades, scores on standardized tests and other relevant criteria.

For a specialist's degree, the student's graduate and undergraduate record must demonstrate adequate preparation in the chosen program at regionally accredited institutions, and the overall master's grade-point average must be at least 3.0 on a 4.0 scale.

Standardized test scores (GMAT, GRE, MAT, PRAXIS, etc., as appropriate to the discipline) are required for admission to most graduate programs.

Consult the program listing in the "Degree Requirements" section for additional admission requirements for specific programs. Further information is available from the graduate directors in the individual colleges.

Graduate Non-Degree Student. This classification status is assigned to students who are not in a degree program at Winthrop University but who wish to fulfill professional obligations or to pursue personal goals. Students admitted to graduate non-degree (GN) status might be transients, those who seek to satisfy certification requirements, or might be individuals who have extensive entrance requirement deficiencies for the degree program for which they have applied. Students admitted to graduate non-degree status must meet the general requirements for admission to graduate studies at Winthrop University, which include having received a baccalaureate degree from a regionally accredited institution. Degrees or coursework completed at an institution that does not hold accreditation from the commission on colleges of a regional accreditation agency will be evaluated on an individual basis.

Courses taken while a student is classified as graduate non-degree may not be applied toward a degree program in the College of Business Administration. The College of Business Administration restricts this category to transient students enrolled in other graduate programs, to students holding graduate business degrees and to students taking courses to satisfy professional obligations such as teacher certification requirements.

Students may be admitted with GN status if the stated undergraduate prerequisites do not exceed 12 hours. Students needing more than 12 hours of prerequisites should seek admission as an undergraduate special. Admission as a graduate non-degree student in no way guarantees subsequent admission into a graduate degree program. Students classified as GN who later elect to pursue a degree program must have their credentials evaluated for admission to the program they wish to pursue.

GN students who are seeking admission to a graduate degree program may take no more than 12 semester hours of graduate credit at Winthrop prior to being fully admitted to a graduate degree program. Should the student subsequently be admitted to a degree program, a maximum of 12 semester hours of graduate non-degree credit may be applied toward the degree. Students enrolled in graduate non-degree status are subject to the same academic eligibility as graduate-degree seeking students.

NOTE: Students who are admitted as non-degree are not eligible for financial aid.

Educational Records

Privacy of Education Records

Winthrop University policy regarding access to student records (such as grades, grade-point averages, and class rank) is governed by the Family Educational Rights and Privacy Act of 1974 as amended, commonly known as FERPA or "The Buckley Amendment." Under this law, students have the right to inspect and challenge the accuracy of information contained in their Winthrop educational record.

Also, these regulations restrict Winthrop to the release of certain records only to the student (current or former) and to certain other authorized school and government personnel, except with the student's prior written consent to release the records to another specified person. Without this consent, Winthrop cannot release a student's records even to parents, spouses, or family members except in one instance. Parents or guardians of a student may be given access to certain of the student's records, if the parents or guardians sign a statement in the Office of Records and Registration and provide proof that they have claimed the student as a dependent on their last federal income tax return.

The Family Education Rights and Privacy Act does allow the University to release the following information (not considered private records) unless the student requests this information to be withheld: student's name, address, telephone number, email address, date and place of birth, enrollment status (full- or part-time), dates of attendance, date of graduation, major field of study, degrees and awards received, most recent previous educational institution attended, eligibility for honor societies, participation in officially recognized activities and sports, weight and height of members of athletic teams and other similar information. A student who does not want this information released must make a written request to the Registrar by the close of the registration period for the semester or term in which the student is enrolled.

As a matter of practice, Winthrop does not sell or give away lists which are in unpublished or computerized form to any outside agency, individual or business. Questions concerning Winthrop's policy for release of academic information should be directed to the Office of Records and Registration, 126 Tillman Hall.

Transcripts

A permanent record of each student's courses, credits and grades earned is maintained in the Records Office. Transcripts are provided at no charge upon written request from the student to the Office of Records and Registration, 126 Tillman Hall. Courses are posted to the transcript at the close of each semester or summer session. Transcripts are withheld from those students and former students who have unpaid accounts with the University.

Grading System

Grades for courses taken for graduate credit are recorded as follows:

| | |
|----|---|
| A | Excellent (4 quality points per semester hour) |
| A- | (3.67 quality points per semester hour) |
| B+ | (3.33 quality points per semester hour) |
| B | Satisfactory (3 quality points per semester hour) |
| B- | (2.67 quality points per semester hour) |
| C+ | (2.33 quality points per semester hour) |
| C | Passing (2 quality points per semester hour) |
| F | Failure |
| N | No Grade, indicating the student withdrew from the course |
| AU | Audit |
| S* | Satisfactory: S indicates satisfactory achievement (equivalent to B or above) on a course taken on satisfactory/unsatisfactory basis. |
| U* | Unsatisfactory: U indicates unsatisfactory achievement (equivalent to C or below) on a course taken on a satisfactory/unsatisfactory basis. |
| I | Incomplete: I must be used only as a prefix to a grade. Assigning an incomplete to a student in a course taken for graduate credit indicates that, for valid reason, the course has not been completed and that the instructor reserves the right to raise the grade if the incomplete work is finalized within one year or by an earlier date specified by the instructor. The grade to which I is prefixed is not used in computing the student's grade-point average until the prefix is removed and indicates the grade earned if no further work is performed. It is the grade in the course unless and until changed by the instructor. |

*S/U is awarded only in those courses so designated.

Grade Appeals

Students and faculty members should try to resolve grade problems informally. If no satisfactory solution is reached, the student has 30 Winthrop business days from the issuance of a grade report in which to initiate a formal written grade appeal to the appropriate department chair. After that time, it is assumed the grade report is correct; and it becomes a part of the student's permanent record. The department chair will address the case in writing. The student may appeal the chair's decision to the dean in writing. The dean will provide a decision in writing to the student within 30 Winthrop business days of receiving the appeal. For additional information please see the Winthrop University Policy Repository at www2.winthrop.edu/public/policy.

Grade Reports

At the end of each semester and summer session, students may access their final grades via Wingspan at <https://wingspan.winthrop.edu>. Copies of grades may be printed from Wingspan or be obtained from the Office of Records and Registration. All errors found on a grade report must be reported to the Office of Records and Registration. If no error is reported within 30 days of issuance, it is assumed the report is correct and each entry becomes a part of the student's permanent record.

Graduate Audit Policy

Graduate students may audit a course, on a space available basis, with the permission of the instructor of the course and the graduate director of the academic unit in which the course is offered. The graduate director will consult with other faculty as necessary. An auditor is not required to participate in any examinations or graded course assignments. Participation in class activities and the class attendance policy is at the discretion of the instructor.

A student may not register for a course on an audit basis until the week classes begin. The last day of registration for the semester is the last day a student may elect to audit a course.

Quality Points and Grade-Point Average: To remain in good academic standing, a student must maintain a certain standard of excellence. This standard is fixed by the quality-point system. The grade received on a course determines the number of quality points earned per semester hour. Total quality points for a course are calculated by multiplying hours earned by the point value for the grade earned.

Semester Grade Point Average: The semester grade-point average (GPA) is calculated by dividing quality points earned that semester by hours taken on a letter-grade basis during that semester.

Cumulative Grade Point Average: The cumulative grade-point average (GPA) is calculated by dividing total quality points by GPA (quality hours). GPA hours are all hours of credit taken at Winthrop on a letter-grade basis. Credits earned by examinations, credits transferred from other institutions, and credits for courses taken on a satisfactory/unsatisfactory basis are not used in computing a student's cumulative grade-point average. Courses failed at Winthrop University cannot be replaced by transfer coursework.

Earned Hours Taken: The sum of the total hours for which the student has been enrolled at Winthrop plus all hours accepted by Winthrop as transfer credit.

GPA (Quality) Hours Taken: All hours of credit taken at Winthrop on a regular letter grade basis. All courses are counted in the semester summary of the semester in which they are taken and in the cumulative summary.

Cumulative Hours Earned: All hours of credit completed at Winthrop University with grades of A, B, C, or S; all accepted transfer credits. All courses are counted in the semester summary of the semester in which they are taken and in the cumulative summary.

Quality Points: Semester hours earned times the value of the grade: A=4, A-=3.67, B+=3.33, B=3, B-=2.67, C+=2.33, C=2, C-=1.67, F=0. All courses are counted in the semester summary of the semester in which they have been taken and in the cumulative summary.

Hazardous Weather Conditions

Students should register their cell or landline phone number for emergency notification at <http://www2.winthrop.edu/emergency>. Your registered number will be used by the university for critical notifications in the event of emergencies, critical weather, or unplanned university closings.

It is the practice of Winthrop University to carry out its primary responsibility of providing instruction for students during regularly scheduled hours, except in cases when extreme weather conditions make roads unsafe for travel. While Winthrop feels a responsibility to meet scheduled classes and maintain office support for those classes whenever possible, the University places the highest priority on the safety of its students, faculty and staff.

If scheduled classes and activities of the University have been changed due to unsafe road and traveling conditions, the University notifies the local media outlets in areas where Winthrop students and employees live. Students should check their university e-mail or the university Web site, www.winthrop.edu for the most up-to-date information related to class and office schedules. Should you not have access to e-mail, the Web, or other information, call the campus alert line, 803/323-2222.

Registration

Registration takes place on designated days prior to the beginning of each semester. In the summer session, registration for each of the summer terms occurs over an extended period and ends on the first day of classes for each individual term. Students are encouraged to register early each semester. Consultation with an advisor prior to registration is required for all degree-seeking students. In addition, the mandatory immunization requirements must be met prior to registration. Please refer to the Mandatory Immunization Requirements on the web for complete information.

Registration is incomplete until all fees have been paid. For specific registration information, consult the Office of Records and Registration website at: www.winthrop.edu/recandreg.

Class Attendance Policies

Although instructors keep accurate records of attendance for administrative purposes, students' grades are based on their academic performance, not on attendance. Students should understand they are responsible for the academic consequences of absence.

Instructors of courses are obligated to provide make-up opportunities only for students who are absent with adequate cause. The instructor will be responsible for judging the adequacy of cause for absence.

Course Load

Regular Semester. A graduate student who is enrolled in 9 or more semester hours of graduate work in a regular semester is classified as full-time; a normal course load is 9-12 semester hours of graduate work. A graduate student may register for more than 12 semester hours of graduate course work in a regular semester only with the approval of the academic dean. An overload form may be obtained from the Office of Records and Registration or online at: <http://www.winthrop.edu/recandreg>. The recommended maximum course load for a student holding a full graduate assistantship is 9 semester hours of graduate work per semester.

Summer Session. A graduate student may enroll for one graduate-level course in Maymester (a short term held in May prior to the regular summer session.) In a 5-or 6-week term (or the two terms concurrently) a graduate student may enroll for 7 semester hours of graduate work. During the 10-week term, a graduate student may enroll for 12 semester hours. Exceptions to the above loads must be approved by the student's dean. An overload form may be obtained from the Office of Records and Registration.

Changes in Enrollment

Changes in enrollment or class schedule must be made before the end of the designated registration change period. Such changes include dropping or adding courses, electing undergraduate credit for 500-level courses and, where permissible, changing number of credits to be earned in a course. Dropping and adding courses may be done online in Wingspan through the designated drop/add period. Other changes require approval of advisor or department chair.

Final Examinations

The times and places of final examinations are officially scheduled by the Master Schedule Coordinator. Legitimate exam conflicts are defined as follows: more than one scheduled exam per period; more than two examinations scheduled per day; or more than three examinations scheduled in any four consecutive periods. A student with a legitimate conflict should work directly with his/her instructor to resolve the conflict. It is the student's responsibility to initiate the resolution of any conflicts. Personal conflicts such as travel plans and work schedules do not warrant a change in examination times.

The form of the final examination is determined by the instructor. The length, however, may not exceed two and one-half hours.

In 600-level courses, the class meets during the examination week. However, it is left to the discretion of the instructor as to whether the two and one-half examination period is spent in an examination or in other class activities considered to be more useful. In 500-level courses,

graduate students, at the discretion of the instructor, follow the same procedures as undergraduate students with regard to final examinations.

Repeating Courses

A graduate student is allowed to repeat a maximum of two courses in which he or she has been assigned a grade below B. A given course may be repeated once. Whenever a course is repeated, no additional hours attempted accrue, and the new grade replaces the previous grade in computing the grade-point average. However, the record of the first attempt will remain a part of the student's permanent record.

Certain courses at Winthrop University may be taken more than one time for additional academic credit, for example, special topic classes in which the course number remains the same but the course title differs. A list of these courses may be obtained from the appropriate graduate program director.

Withdrawal from Courses

Students are expected to follow the courses of study selected at the beginning of the semester or summer term. There may be instance, however, when the student wishes to withdraw from a course. The decision to withdraw from a course is the student's alone, but consultation with the advisor or academic dean and with the instructor is encouraged.

Forms for withdrawing from courses after the end of the registration period are available in the Office of Records and Registration. If withdrawal is completed during the first 60% of the instructional days of a particular course, the grade of N is assigned, indicating that no credit is awarded. Withdrawal from a course may not occur after 60% of the instructional days of the course have been complete, unless documented extenuating circumstances should warrant withdrawal from the course with the assignment of an N grade. Documented extenuating circumstances include the following: death of an immediate family member, traumatic and unforeseen circumstances which are considered beyond a student's control; prolonged emotional instability, physical injury or illness which has resulted in the student's inability to complete academic responsibilities; or a change in nonacademic employment beyond the student's control. Documentation of such circumstances must be definitive and must be presented along with a request for withdrawal with the assignment of an N grade to the Registrar or his or her designee no later than the last of classes for the course in question.

Withdrawal from Winthrop University

Students who find it necessary to discontinue their college work during a semester or summer session should officially withdraw from the University. Students who wish to initiate the withdrawal process should go to the Office of Records and Registration, 126 Tillman Hall or the appropriate graduate director.

A student who withdraws before the course withdrawal date of the semester receives grades of N for all courses. If the student stops attending after the withdrawal date of the semester,

the student receives grades of F, U, or I as the individual instructors deem appropriate. A student may withdraw after the course withdrawal deadline with documented extenuating circumstances. Such circumstances include the following: death of an immediate family member; traumatic and unforeseen circumstances, which are considered beyond a student's control; prolonged emotional instability, physical injury or illness which has resulted in the student's inability to complete academic responsibilities; or a change in nonacademic employment beyond the student's control. Documentation of such circumstances must be definitive and must be presented along with a request for withdrawal with the assignment of an N grade to the Registrar or his or her designee no later than the last day of classes for the semester in question. Failure to withdraw officially may seriously affect a student's eligibility for future readmission or for transfer to another institution.

Sexual Harassment

It is the policy of Winthrop University that sexual harassment by its employees or students against other employees or students shall not be condoned. The University is committed to maintaining a workplace and a campus environment that are free of such harassment and will enforce Federal guidelines as they relate to sexual harassment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented "kidding" or "teasing," practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, display of foul or obscene printed or visual material, and physical contact such as hugging, patting, pinching or brushing against another's body.

With respect to employment, unwelcome sexual advances, requests for sexual favors and other offensive physical, verbal or visual conduct based on sex constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile or offensive work environment.

A student who believes she or he has been subject to harassment by an employee should immediately contact either the Dean of Students in 246 DiGiorgio Center, extension #4503; or the Associate Vice President for Human Resources in 303 Tillman, extension #2273. Every effort will be made to maintain confidentiality about complaints and terms of resolution: however, confidentiality cannot be guaranteed.

If a student believes that he or she is being harassed by another student, please refer to the Section IV, Prohibited Conduct, items C. and D. of the Student Conduct Code in the Student Handbook.

Student Conduct

General Student Responsibility

Each academic unit establishes requirements that must be met prior to a degree being granted. It is important that the student become familiar with these requirements and complete them within the prescribed deadlines. Advisors, department heads and deans are available to offer assistance, but the ultimate responsibility rests with the student.

Student Conduct Code

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom of the individual may be defined as the right to act or speak, as long as it does not adversely affect the rights of others. Believing in this concept, Winthrop University protects freedom of action and freedom of speech for both students and employees, so long as it is not of an inflammatory or demeaning nature and does not interfere with the students' living and study conditions, and the administration of its affairs. It constitutes a disruptive act for any member of the Winthrop community to engage in any conduct which would substantially obstruct, interfere with or impair instruction, research, administration, authorized use of University facilities, the rights and privileges of other members of the University community, or disciplinary proceedings. Moreover, Winthrop University is committed to improving the quality of student life by promoting a diversified educational and cultural experience for all its students. Therefore, racist conduct or other acts of bigotry are not tolerated.

Rights and freedoms imply duties and responsibilities. A student who exercises his or her rights as a private citizen-whether individually or as a member of a group-must assume full responsibility for his or her actions. All students and employees of Winthrop must abide by local, state and federal laws and with all published University policies and regulations. Violations of laws and regulations subject the perpetrator to disciplinary action by the University and/or the appropriate civil or criminal court.

Responsibility for good conducts rests with students as adult individuals. Student organizations have similar responsibility for maintaining good conduct among their members and guests and at activities they sponsor. All members of the University community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others.

Students who violate University policies, rules and regulations are subject to expulsion or lesser sanctions. A complete outline of obligations and the disciplinary process is contained in the Student Conduct Code in the Student Handbook (available on the Winthrop website at [http://www.winthrop.edu/studentaffairs/handbook/.](http://www.winthrop.edu/studentaffairs/handbook/))

Academic Discipline

Infractions of academic discipline are dealt with in accordance with the Student Academic Misconduct Policy which is contained in the Student Handbook. Academic misconduct includes

but is not limited to providing or receiving assistance in manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgement; doing unauthorized academic work for which another person is to receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit. More explicit definitions of academic misconduct specific to certain academic disciplines may be promulgated by academic departments and schools.

Student Identification Cards

Winthrop student identification cards are issued by the Technology Services Office in Tillman Room 15 upon a student's initial enrollment. The first ID card is free; replacement ID cards are \$10 each. All students are required to have an identification card. ID cards are non-transferable and must be presented to appropriate university officials upon request. ID cards are necessary to gain entry into the library. The Technology Services Office hours are 8:00 a.m. until 6:00 p.m. For specific questions concerning ID cards, contact the Technology Services Office, 803/323-4774.

Teacher Certification Requirements

Requirements for teacher certification set by the South Carolina State Department of Education or other agencies may or may not be the same as degree requirements shown in this catalog. Students desiring certification should consult with the appropriate agency early in their programs to determine any certification requirements. Questions concerning certification should be addressed to Student Academic Services, College of Education, 144 Withers/WTS.

DEGREE REQUIREMENTS

The master's degree programs offered at Winthrop University require the successful completion of 30-60 semester hours of approved graduate level work. The specialist's degree in school psychology requires the completion of 72 semester hours (36 hours above the master's degree.)

All students must have an Application for Graduation and a Program of Study on file to be considered as a candidate for a degree.

Choice of Catalog and Time Limit

A degree-seeking graduate student may obtain a degree in accordance with the requirements set forth in the catalog in force at the time the student completes the first graduate level course at Winthrop which counts toward the degree. The student may elect to obtain a degree in accordance with the requirements of any catalog issued after the initial admission, provided the student completed a graduate level course in the current program at Winthrop at the time the catalog was issued and has not subsequently been absent from active enrollment in the program for a continuous period of 12 months or more.

When a student has been absent from active enrollment in his/her graduate program for a period of 12 months or more, he/she must fulfill the graduation requirements of the catalog in force at the time of the student's next (or subsequent) completion of a graduate level course in the current program at Winthrop.

A student who changes graduate degree programs may choose a catalog no earlier than the one in effect at the time of official admission into the new program (if the student is enrolled at the time), or the catalog under which the student next enrolls. The catalog chosen must be one under which the student completes a graduate level course at Winthrop, which counts toward the degree.

In all cases, a student is restricted in choice to the requirements of one specific catalog and must graduate within a period of 6 years from the date the catalog was issued to claim the rights of that catalog. All work to be counted on the degree, including transfer work, must be completed within the 6-year period immediately prior to the conferring of the degree.

If any course required in the catalog specified is not offered after the student specifying the catalog has accumulated 18 semester hours, the University reserves the right to substitute another course. In all cases, if a course has been officially dropped from the course offerings, the University must provide a substitute course.

Comprehensive Examinations

Students pursuing a degree program requiring a comprehensive examination should contact their advisor to obtain specific exam information and to schedule the exam. Results of comprehensive examinations are due in Records and Registration no later than two weeks prior to the final examination period of the term the student has applied to graduate.

Courses Open to Graduate Students Only

At least one half of the total semester hours submitted for an advanced degree must be in courses open to graduate students only. Courses numbered 600-699 are advanced courses open only to graduate students for graduate credit.

Courses numbered 500-599 are advanced courses primarily for juniors, seniors and graduate students. Graduate students are automatically enrolled for graduate credit in courses numbered 500-599 unless undergraduate credit is requested at registration (or no later than the close of the registration change period). Juniors and seniors are automatically enrolled for undergraduate credit in courses numbered 500-599. Students enrolled in 500-level courses for graduate credit are expected to complete additional appropriate requirements.

Change of Degree Program

A graduate student may change from one degree program to another if he or she meets the criteria for admission to the new program and is accepted by the new department. The student must file an Application for Program Change with the Graduate School, which forwards all credentials to the new department for an admission decision. The student is notified of the decision by the Graduate School.

Application for Graduation

All candidates for graduation must complete the application for graduation available at www.winthrop.edu/graduateschool/default.aspx?id=3305 .

Completed applications must be received in the Office of Records and Registration, 126 Tillman, by:

- February 1st for May and August graduation
- September 15th for December graduation

Graduation filing fees:

- Graduation fee \$50
- \$50 PLUS Late fee \$10 after first established deadline

- \$50 PLUS Late fee \$20 after second established deadline during semester of anticipated graduation

Students are not required to enclose payment with the graduation application; the graduation fee will be charged to the student account.

Awarding of Degrees and Commencement Exercises

Degrees are awarded three times a year, at the end of each semester and at the end of the summer session.

Commencement exercises are held twice a year, in December and in May. The program for the December commencement lists the names of all students who completed degrees during the preceding summer session, as well as those who completed degrees during the first regular semester. The program for the May commencement lists the names of those students who completed degrees during the second regular semester.

Commencement Participation Policy

Only those graduate students who have completed all their degree requirements as outlined in the Graduate Catalog will be permitted to participate in commencement ceremonies. No exceptions will be made for any students who have not completed all their degree requirements.

Grade Point Average Required for Graduation

A final grade point average of at least 3.0 in graduate work taken at Winthrop is required for all graduate degrees. The final grade point average is based on hours and quality points earned for courses taken on a letter grade basis at Winthrop which are necessary for meeting the degree requirements.

Graduate Studies 600

All candidates for graduate degrees must be enrolled in course work during the semester in which they intend to graduate. Students who have completed all course requirements for the degree in a prior semester, but have not completed all of the requirements for the degree (i.e., satisfactory performance on exit or certification examinations, or other degree requirements), must enroll in GSTC 600, Continuing Graduate Studies, or any other graduate-level course. Although GSTC 600 does not carry any degree credit, it establishes that graduate students are actively enrolled in course work during the semester they intend to graduate. Registration in GSTC 600 provides students with all of the services and privileges of enrolled graduate students (example: use of the library, valid ID card, access to on campus parking). Permission of department chair is required for registration.

Any graduate student not enrolled in course work for a degree program and not planning to graduate at the end of the semester may register for GSTC 600 to secure the services of an

enrolled graduate student. Enrollment in GSTC 600 is limited to students working on theses or preparing for required examinations. A fee of \$35 is assessed for students registering for GSTC 600.

Individually Directed Courses

With approval from the instructor, the department chairperson and the dean of the college, a graduate student may take a course as an individually directed course (IDC). No more than 6 semester hours of IDC may be counted toward a graduate degree.

Program of Study

Upon being admitted to a degree program with graduate degree status (G), students are expected to confer with their assigned advisors to become acquainted with specific college or departmental regulations. Each student must meet with their advisor to plan a program of study leading toward the degree. The program of study should be submitted to Records and Registration by the time the student applies to graduate.

The individual program of study must fulfill all the requirements of the appropriate degree program as published in the catalog. The year of the catalog being followed must be indicated on the program of study form.

Program of study forms are available in the office of the advisor or the graduate program director. The completed form must be signed by the student, the advisor, the program coordinator (where applicable), the department chairman (where applicable) and the graduate director of the college. The graduate director submits the approved program of study to Records and Registration where it is verified for adherence to catalog requirements. The program of study is not considered to be official until the signature of an authorized person in Records and Registration is affixed.

The original copy of the program of study remains on file in Records and Registration, where it is used in determining completion of all degree requirements. Copies are distributed to the student, advisor and graduate director. It is the student's responsibility to follow the approved program of study. Changes in the program must receive the same approvals as the original program.

Second Master's Degree

A student who has completed one master's degree at Winthrop University or another accredited university may, upon recommendation of the advisor, and approval of the program director, college graduate director and dean of the Graduate School present a maximum of nine semester hours or thirty percent of the degree program, whichever is greater toward a second master's degree. Culminating experiences such as thesis, research, or capstone hours are not eligible.

Thesis

Each candidate for a master's degree with a program requiring a thesis should normally enroll for thesis credit during the final two semesters of the degree program. The thesis must be prepared under the direction of a major advisor according to the Instructions for the Preparation of a Thesis, which may be obtained online at www.winthrop.edu/graduateschool. Credit is not granted until the thesis has been completed and approved by the candidate's advisory committee, the dean of the college and the dean of the Graduate School. The time and place for defense of the thesis and the title of the thesis should be announced in advance with the defense open to the campus community.

Four copies of the thesis in final form and approved by the student's advisory committee must be submitted to the Graduate School at least two weeks prior to the final examination period. A thesis binding fee must be paid to the cashier's office at the time the thesis copies are submitted to the Graduate School office for binding.

Transfer Credit Policy

Winthrop may credit toward a graduate degree 9 semester hours of graduate work from another accredited graduate institution upon recommendation of the appropriate advisor and academic dean. (An additional 3 semester hours may be transferred, at the discretion of the advisor and academic dean.) Students in the Master of Science program in Sport and Fitness Administration are limited to a maximum of six hours of transfer credit. Transfer of credit must be approved in writing by the student's advisor and academic dean for inclusion in the student's official program of study; and the course level is verified in Records and Registration. After a student has entered a graduate program at Winthrop, permission from the student's advisor and academic dean is required prior to enrolling in the transfer course(s). Approval to Transfer Graduate Credit forms are available online at www.winthrop.edu/graduateschool/forms. Official copies of transcripts must be submitted and evaluated before any transfer credit may be officially accepted. Certain courses submitted for transfer may not be considered equivalent to specified requirements although course titles may be the same.

A graduate student may not transfer credit taken at another institution while he or she is on academic probation at Winthrop or is ineligible to return to Winthrop. Credit earned at another institution by a graduate student in good standing may be transferred if:

1. A grade of B or better has been earned in the course; or
2. A grade of S is earned; the granting institution is regionally accredited and would allow the course to be used in one of its graduate degrees.

Transfer credits are not used in computing the student's cumulative grade point average. However, they are included in the calculation to determine honors. Transfer credits do not appear on a Winthrop University transcript until the graduate student has achieved graduate

degree status and the courses appear on an approved program of studies leading toward that degree.

Extension courses offered by accredited graduate institutions are subject to approval of the student's advisor and academic dean. Correspondence courses are not accepted for graduate credit. Transfer credit is subject to all Catalog regulations pertaining to graduate degree courses, including the 6 year time limit.

It is the student's responsibility to have an official transcript of the transfer credits forwarded to Records and Registration, 126 Tillman Hall, Winthrop University, Rock Hill, SC 29733, no later than four days prior to the expected graduation date. Transfer credits taken during the final semester of a program may delay graduation and certification approval until official transcripts have been received in Records and Registration. Transcripts of all work taken when a student is absent from Winthrop must be submitted when the student reapplies to Winthrop.

ACADEMIC PROGRAMS

The College of Arts and Sciences

Dean: Peter Judge, Interim Dean

**Associate Dean and Director of Graduate Studies: Jack DeRochi,
803/323-4653**

Admission as a graduate degree student (G) in the College of Arts and Sciences requires a student's undergraduate record to show adequate preparation for graduate work in the chosen program and an overall undergraduate grade point average of at least 3.0 on a 4.0 scale. If the quality of a student's undergraduate work is less than that required, admission may be granted on the basis of scores on either the General Test of the Graduate Record Examinations* or the Common Examination or a Specialty Area Test of the PRAXIS Examination or Miller Analogies Test. Applicants should contact graduate program directors for information about additional or alternative admission requirements.

Liberal Arts

Master of Liberal Arts

Graduate Program Director: Timothy S. Boylan, 803/323-2368 or 803-323-4572

The Master of Liberal Arts Program provides learners with the unique ability to pursue a highly customized interdisciplinary graduate degree program, developed according to their own interests, while building broad analytical and problem solving skills that reach across the boundaries of academic disciplines and beyond the structured format of traditional graduate degree programs. The program is designed for mature learners who seek intellectual stimulation within a broad framework of studies, mid-career adults who wish to expand and enhance their knowledge and skills, and recent university graduates who desire an innovative curriculum for building and deepening their reading, writing, and communicative abilities. The MLA degree is based on "The Search for Order," a theme that explores rational, intuitive, and empirical ways of knowing and learning. This approach, central to graduate liberal education across the country, is evident through the program at Winthrop.

Admission Requirements. Admission to the program requires a baccalaureate degree from an accredited institution, an essay and an interview with the program director.

Potential applicants should first contact the program director at 803-323-2368 to discuss their interest prior to the application process. Program admission requires a baccalaureate degree from an accredited institution, an additional essay (see below), and an interview with the

program director (in some circumstances an inquiry and interview may precede the actual application process).

Applications should be submitted to the Graduate School office. Complete applications consist of the following:

- A completed application for graduate admission
- Official transcripts for a completed bachelor's degree from an accredited institution and for all graduate work
- A five-six page double-spaced essay explaining interests in the MLA program based on individual intellectual history and interests

These materials are reviewed by the MLA admissions committee which makes recommendation to the MLA program director. When an applicant is approved by the committee, the director arranges for a personal interview with the candidate. A final decision regarding admission is reached after the interview. The Graduate Record Exam (GRE) is not required at the present time for admission. For more information and application materials, call the MLA office at 803/323-2368 or write to G14 Bancroft Hall, Winthrop University, Rock Hill, SC 29733.

Program Requirements.

The Master of Liberal Arts degree requires completion of 33 semester hours of approved graduate level courses as indicated below, at least half of which must be 600-level courses. Twelve hours are in four courses designed for the program. Three of these courses are interdisciplinary colloquia developed on the "Search for Order" theme. The fourth required course, to be taken at the end of the program, is an individual project on a topic of interest to the student. The remaining seven courses (21 hours) are elective graduate courses in liberal arts and science disciplines selected by the student upon consultation with the director.

| Required Program | Semester Hours |
|--|-----------------------|
| LART 601 The Search for Order: The Empirical Eye | 3 |
| LART 602 The Search for Order: The Rational Eye | 3 |
| LART 603 The Search for Order: The Intuitive Eye | 3 |
| LART 604 Capstone Colloquium | 3 |
| 500-600 level electives | <u>21</u> |
| Total Semester Hours | 33 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

Master of Liberal Arts with a concentration in Political and Civic Engagement

Admission Requirements. Admission to the program requires a baccalaureate degree from an accredited institution, an essay, and an interview with the program director.

Applications should be submitted to the Graduate School (contact by phone 803-323-2204 or via email at gradschool@winthrop.edu). Completed applications will include:

1. Application for Graduate Admission
2. Official transcripts (sent directly to Winthrop University from the issuing institution from all post-secondary education institutions; and
3. A 5-6 page essay describing why the applicant wishes to enter the program. Call the MLA office (803-323-4572 or 803-323-2368 (option 1) for details.

After credentials are reviewed by the MLA admissions committee, the program director will contact the applicant to schedule an interview. Additional information about the program and the admission process can be obtained from the Director of the MLA Program, G14 Bancroft Hall, Winthrop University, Rock Hill, SC 29733.

Program Requirements. The Master of Liberal Arts degree requires completion of 33 semester hours of approved graduate-level courses as indicated below, at least half of which must be 600-level courses. Twelve hours are in four courses designed for the program. Three of these courses are interdisciplinary colloquia developed on the theme, "The Search for Order." These courses explore this search by examining how order is brought to our world through empirical, rational and intuitive means. The fourth required course, to be taken at the end of the program, is an individual project on a topic of interest to the student. The remaining seven courses (21 hours) are elective graduate courses in liberal arts and science disciplines selected by the student upon consultation with the director.

The concentration in political and civic engagement consists of 12 hours of approved courses (see list that follows), of which at least 6 hours must be at the 600-level. In addition, the Capstone Colloquium (LART 604) must focus on a topic or theme directly related to the concentration and must be done with a faculty director with expertise in the chosen area.

| Required Program | Semester Hours |
|---|-----------------------|
| LART 601 The Search for Order: The Empirical Eye | 3 |
| LART 602 The Search for Order: The Rational Eye | 3 |
| LART 603 The Search for Order: The Intuitive Eye | 3 |
| LART 604 Capstone Colloquium | 3 |
| Courses within the Concentration* (Minimum of 6hours at 600-level) | 12 |
| 500-600 level electives | <u>9</u> |
| Total Semester Hours | 33 |

Notes:

- 500-level course credit earned as an undergraduate at Winthrop University cannot be applied to this concentration and cannot be re-taken for graduate credit.
- Registration for GSTC 600, Continuing Graduate Studies, may be required if LART604 is not completed within the semester for which it is registered. Check with the program director.

***Courses within the Concentration:**

The following Political Science (PLSC) courses may be applied to the Concentration in Political and Civic Engagement: 506, 507, 512, 514, 515, 551, 553. In addition, all 600-level Political Science courses may be applied to the Concentration in Political and Civic Engagement. These courses are offered on a regular and rotating basis.

MLA students enrolling in the Concentration in Political and Civic Engagement may enroll in 500-level Political Science courses that are not listed above. These courses will be considered electives.

Biology

Graduate Faculty

Professors

Janice L. Chism
Dwight D. Dimaculangan, Chair
Paula L. Mitchell
Peter C. Phillips
William Rogers

Associate Professors

Lee Anne Cope
Laura N. Glasscock
Pravda Stoeva-Popova
Julian P.S. Smith III
Kristi M. Westover

Assistant Professors

Eric Birgbauer
Heather Evans-Anderson
Kunsiri Grubbs

Master of Science in Biology

Graduate Program Director: Janice Chism, 803/323-2111 ext.6429

Admission Requirements. In addition to the general requirements for admission to graduate study at Winthrop, admission to the program for the Master of Science degree in biology requires the applicant to:

1. Successfully complete an undergraduate major in biology or its equivalent, and one year of general chemistry.

2. Submit two letters of recommendations to the Graduate School.
3. Submit a statement of Personal and Professional Goals. Indicate whether admission is sought under the thesis or non-thesis option.
4. Submit official scores on the General Test of the Graduate Record Examination to the Graduate School*. Eligibility for admission to the program is based on the following point scale:

| Grade Point Average | Points | GRE-Verbal Score | Points | GRE-Quantitative Score | Points |
|----------------------------|---------------|-------------------------|---------------|-------------------------------|---------------|
| 3.76-4.00 | 8 | 700-800/160-170 | 7 | 700-800/161-170 | 7 |
| 3.51-3.75 | 7 | 600-690/156-159 | 6 | 600-690/156-160 | 6 |
| 3.26-3.50 | 6 | 500-590/152-155 | 5 | 500-590/151-155 | 5 |
| 3.01-3.25 | 5 | 400-490/148-151 | 4 | 400-490/147-150 | 4 |
| 2.76-3.00 | 4 | 300-390/143-147 | 3 | 300-390/143-146 | 3 |
| 2.51-2.75 | 3 | 200-290/130-142 | 2 | 200-290/130-142 | 2 |
| 2.26-2.50 | 2 | | | | |
| 2.01-2.25 | 1 | | | | |
| Below 2.00 | 0 | | | | |

Compute the points from each of the three areas listed in the previous table and apply the total to the following scale:

| <u>Eligibility Score</u> | <u>Status</u> |
|--------------------------|--|
| 12-22 | Eligible for interview, then admit or deny |
| 4-11 | Admission denied |

If an applicant's admission score is between 12 and 22, the Graduate School Office will notify the applicant to contact Dr. Janice Chism, Director of Graduate Studies, Department of Biology, Winthrop University, Rock Hill, SC, 29733, 803/323-2111, ext. 6429 to schedule an appointment for an interview. The final admission decision is at the discretion of the Biology Department.

Applicants should submit all admission credentials to the Graduate School office by **April 15 for fall admission**. After the Biology Department reviews the materials, the applicant will be notified in writing by the Graduate School Office of the admission decision.

The Master of Science degree in Biology requires the completion of at least 30 semester hours of approved graduate-level courses. At least half the work presented for the degree must be 600-level courses. At least 24 semester hours of these courses must be in biology.

Each graduate student in biology, before receiving the Master of Science degree, must attend a minimum of five departmental seminar programs. Attendance does not carry course credit.

Program Requirements With Thesis. Each student must complete 30 semester hours of course work including a thesis. Each student has an advisory committee of three faculty members, including a principal advisor who directs and approves thesis research and writing. The thesis is defended before the advisory committee, and a seminar presentation is given to the entire faculty.

| Required Program | | Semester Hours |
|----------------------------------|---|----------------|
| BIOL 601 | Theory and Method in Biology | 3 |
| BIOL 610 | Recent Advances in Molecular and Cellular Biology | |
| | OR | |
| BIOL 611 | Recent Advances in Organismic and Developmental Biology | |
| | OR | |
| BIOL 612 | Recent Advances in Environmental and Evolutionary Biology | 3 |
| BIOL 695 | Thesis | 3 |
| BIOL 696 | Thesis | 3 |
| BIOL 697 | Presentation of Biological Research | 1 |
| 500-600 level BIOL electives | | 11 |
| 500-600 level approved electives | | <u>6</u> |
| Total Semester Hours | | 30 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

Program Requirements Without Thesis. The Master of Science degree in biology without a thesis requires the completion of at least 36 hours of approved graduate-level courses. At least half the work presented for the degree must be 600-level courses.

Immediately upon entering the graduate program, the student should develop, with the assigned advisor, an individual course of study which meets the requirements for the degree and the student's objectives.

| Required Program | | Semester Hours |
|---|---|----------------|
| BIOL 601 | Theory and Method in Biology | 3 |
| BIOL 610 | Recent Advances in Molecular and Cellular Biology | 3 |
| BIOL 611 | Recent Advances in Organismic and Developmental Biology | 3 |
| BIOL 612 | Recent Advances in Environmental and Evolutionary Biology | 3 |
| Select at least three hours from each of the following three areas: | | 9-12 |

Ecology/Evolution

| | | |
|------|-----|---|
| BIOL | 505 | Primate Biology |
| BIOL | 513 | Organic Evolution |
| BIOL | 515 | Environmental Biology |
| BIOL | 518 | Animal Behavior |
| BIOL | 527 | Population Biology |
| BIOL | 560 | Bioinformatics |
| BIOL | 632 | Advanced Topics in Ecology/Evolutionary Biology |

Organismal/Developmental/Integrative

| | | |
|------|-----|---|
| BIOL | 505 | Primate Biology |
| BIOL | 507 | Neuroanatomy |
| BIOL | 508 | Invertebrate Biology |
| BIOL | 510 | Vertebrate Natural History |
| BIOL | 511 | Ornithology |
| BIOL | 518 | Animal Behavior |
| BIOL | 519 | Mechanisms of Disease |
| BIOL | 524 | Advanced Botany |
| BIOL | 631 | Advanced Topics in Organismal and Developmental Biology |
| BIOL | 633 | Advanced Topics in Physiology/Integrated Biology |

Cell/Molecular

| | | |
|------|-----|---|
| BIOL | 517 | Human Genetics |
| BIOL | 519 | Mechanisms of Disease |
| BIOL | 522 | Immunology |
| BIOL | 530 | Methods in Electron Microscopy |
| BIOL | 555 | Molecular Biology |
| BIOL | 557 | Genetic Engineering |
| BIOL | 560 | Bioinformatics |
| BIOL | 629 | Advanced Topics in Cellular/Molecular Biology |
| BIOL | 630 | Advanced Cellular and Molecular Biology Lab |

500-600 level BIOL electives

6-15

Select additional courses from those listed in the areas above and/or from the following:

| | | |
|------|-----|------------------------------|
| BIOL | 540 | Special Topics in Biology |
| BIOL | 605 | Bioethics |
| BIOL | 620 | Supervised Lab Instruction |
| BIOL | 640 | Readings in Biology |
| BIOL | 671 | Graduate Research in Biology |

500-600 level approved electives

0-6

Total Semester Hours

36

Note: Registration For GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

English

Graduate Faculty

Professors

John C. Bird
Matthew A. Fike
Gregg Hecimovich, Chair
Josephine A. Koster
William F. Naufftus
Marguerite Quintelli-Neary
Jane B. Smith

Associate Professors

Debra C. Boyd, Vice President for Academic Affairs
Siobhan C. Brownson
Jack E. DeRochi, Graduate Director for College of Arts and Sciences
Amy Gerald
Gloria Godfrey Jones, Dean of University College
Kelly L. Richardson

Assistant Professors

Leslie W. Bickford
Casey A. Cothran
Robert G. Prickett
Sarah C. Spring

Master of Arts in English

Graduate Program Director: Jo Koster, 803/323-4557

Admission Requirements. Admission to the program for the Master of Arts degree in English usually requires the successful completion of 24 semester hours of approved courses in English, such as a major figures course, a period course, and a course in advanced composition or its equivalent at the undergraduate or graduate level, in addition to the general requirements for admission to graduate study at Winthrop. Applicants are expected to have a GPA of 3.0 or better in all English courses and an overall GPA of at least 2.8 on a four-point scale.

In addition to the general admission requirements to graduate study at Winthrop, applicants should submit scores of 150 or higher on the verbal section (450 or higher on the pre-August 2011 verbal section) and a 3.5 or higher on the analytic writing section of the General Test of the Graduate Record Examination. GRE scores more than five years old will not be considered. In lieu of the GRE, applicants may submit scores not more than five years old of at least 160/200 on the PRAXIS 0041 or 150 on the PRAXIS 0049/5049, or scores not more than five years old of at least 380 on the Miller Analogies Test.

Students wishing to be considered for assistantships or scholarships in the Department should also submit a writing sample consisting of an original critical paper on a literary or rhetorical/composition subject of at least ten double-spaced typed pages. This paper should be accompanied by a professor's note that the paper being submitted was turned in by the student for the professor's course and is, to the professor's knowledge, free of plagiarism. Applicants who cannot provide such a sample or obtain such a note should consult the Graduate Program Director for alternatives.

Program Requirements With Thesis. The Master of Arts degree in English with thesis requires the completion of at least 36 hours of approved graduate level courses, including 6 semester hours of thesis. At least half the work presented for the degree must be 600-level courses. Students wishing to elect this option must apply for the approval of the English Graduate Committee after they have completed nine hours in the program; they may not register for ENGL 695 until that approval is granted.

Immediately upon entering the graduate program, the student should develop, with the assigned advisor, an individual course of study which meets the requirements for the degree and the student's objectives.

To be eligible for graduation, a student must fulfill all course requirements and perform satisfactorily on a final comprehensive examination.

| Required Program | Semester Hours |
|--|----------------|
| ENGL 600 Materials and Methods of Research in English or its equivalent* | 3 |
| ENGL 602 Critical Theory or its equivalent* | 3 |
| ENGL 695 Thesis** | 3 |
| ENGL 696 Thesis** | 3 |
| British Literature prior to 1784* | 3 |
| British Literature after 1784* | 3 |
| American Literature* | 3 |
| A Major Figures course* | 3 |
| Collateral courses in supporting areas or departments* | 0-9 |
| 500-600 level ENGL electives | <u>0-30</u> |
| Total Semester Hours | 36 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

*These requirements are to assure a variety of experiences. If the student has a strong background in a particular area, he or she may substitute another course or area in consultation with the advisor.

**Before registering for ENGL 695, Thesis, the student must have successfully completed 9 semester hours of a foreign language or have passed a language examination approved by the department.

Program Requirements Without Thesis. The Master of Arts degree in English without a thesis requires the completion of at least 36 hours of approved graduate level courses. At least half the work presented for the degree must be 600-level courses.

Immediately upon entering the graduate program, the student should develop, with the assigned advisor, an individual course of study which meets the requirements for the degree and the student's objectives.

To be eligible for graduation, a student must fulfill all course requirements and perform satisfactorily on a final comprehensive examination.

| Required Program | | Semester Hours |
|--|---|-----------------------|
| ENGL 600 | Materials and Methods of Research in English or its equivalent* | 3 |
| ENGL 602 | Critical Theory or its equivalent* | 3 |
| British Literature prior to 1784* | | 3 |
| British Literature after 1784* | | 3 |
| American Literature* | | 3 |
| A Major Figures course* | | 3 |
| Collateral courses in supporting areas or departments* | | 0-12 |
| 500-600 level ENGL electives** | | <u>0-36</u> |
| Total Semester Hours | | 36 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

*These requirements are to assure a variety of experiences. If the student has a strong background in a particular area, he or she may substitute another course or area in consultation with the advisor.

**Students must have successfully completed 9 semester hours of a foreign language or have passed a language examination approved by the department before registering for the 25th semester hour of the program.

History

Graduate Faculty

Professors

Rory T. Cornish
Gregory C. Crider
Jason H. Silverman

Associate Professors

L. Andrew Doyle
J. Edward Lee
David Pretty
Virginia S. Williams

Assistant Professors

Chia-Lan Chang

Master of Arts in History

Graduate Program Director: Andrew Doyle, 803/323-4674

Admission Requirements. Preference for admission to the program for the Master of Arts in History will be given to candidates who have completed at least 18 semester hours of undergraduate coursework in history, earned a minimum overall GPA of 3.0 and a GPA of 3.2 in history courses, submitted a score of 150 or higher on the verbal section of the Graduate Records Examination (450 or higher on the pre-August 2011 scoring scale), and submitted two letters of recommendation and a formal writing sample, in addition to the general requirements for graduate study at Winthrop. Admission for candidates with fewer hours in history and/or lower GRE scores will be considered on a case-by-case basis.

Exit Requirements. To be eligible for graduation, the student must perform satisfactorily on a comprehensive examination administered by the department.

Program Requirements With Thesis. The Master of Arts degree in history with thesis requires the completion of at least 30 hours of approved graduate-level courses including a thesis. At least half the work presented for the degree must be 600-level courses.

If the student has not taken HIST 300 or its equivalent prior to admission, he or she must take it in the first semester of graduate study. In exceptional circumstances, a student may demonstrate research and writing skills at a level that meets the approval of the chair and graduate director and receiving their approval.

Students wishing to pursue the thesis option must obtain the permission of a committee comprised of the department chair, graduate director, and an additional faculty member.

Immediately upon entering the graduate program, the student should develop with the assigned advisor an individual course of study which meets the requirements for the degree and the student's objectives.

Required Program

Semester Hours

| | |
|---|-------|
| HIST 603 or 604 | 3 |
| 500-600 level approved HIST courses | 15-24 |
| 500-600 level approved collateral courses in supporting areas or departments | 0-9 |
| HIST 695 Thesis | 3 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

Foreign Language Requirement. In addition to the requirements stated above, before registering for HIST 695, Thesis, the student must have successfully completed 6 semester hours of a foreign language or have passed a language examination approved by the department.

Program Requirements Without Thesis. The Master of Arts in history without a thesis requires the completion of at least 33 hours of approved graduate-level courses. At least half the work presented for the degree must be 600-level courses.

If the student has not taken HIST 300 or its equivalent prior to admission, he or she must take it in the first semester of graduate study. In exceptional circumstances, a student may demonstrate research and writing skills at a level that meets the approval of the chair and graduate director receiving their approval.

Immediately upon entering the graduate program, the student should develop with the assigned advisor an individual course of study which meets the requirements for the degree and the student's objectives.

| Required Program | Semester Hours |
|---|-----------------------|
| HIST 603-604 | 3 |
| 500-600 level approved HIST courses | 21-30 |
| 500-600 level approved collateral courses in supporting areas or departments | <u>0-9</u> |
| Total Semester Hours | 33 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

Foreign Language Requirement. In addition to the requirements stated above, before registering for the 25th semester hour of the program, the student must have successfully completed 6 semester hours of a foreign language or have passed a language examination approved by the department.

Human Nutrition

Graduate Faculty

Professors

R. Carlton Bessinger

Sarah F. Stallings, Senior Associate Dean and Acting Chair

Associate Professors

E. Jean Silagyi-Rebovich

Assistant Professor

Michelle Parisi

Master of Science in Human Nutrition

Graduate Program Director: Sarah Stallings, 803/323-4520

Admission Requirements. Admission as a graduate degree student in human nutrition requires the applicant to show adequate undergraduate preparation for graduate work in the chosen program and to have a satisfactory grade point average.

A combined score of 286 or higher (minimum of 146 on verbal and 140 on quantitative) on the Graduate Record Examination is preferred. Admission is competitive. Each graduate applicant must also complete an entrance conference with the director of the program or his/her designee.

Required Program. The Master of Science degree in human nutrition requires the completion of at least 30 hours of approved graduate level courses. At least half the work presented for the degree must be 600-level courses. No more than six hours from another graduate school may be transferred. No more than six hours from the Winthrop University Dietetic Internship may be applied to MS degree program in human nutrition. If six hours of Winthrop University Dietetic Internship are applied to the MS degree program, no hours may be transferred from another graduate school.

Required Program With Thesis

Semester Hours

Core Courses

| | | |
|---|-------------------------------------|---|
| MATH 546 | Applied Statistics for the Sciences | 3 |
| NUTR 600 or 604 | | 3 |
| NUTR 607 or EDUC 640 | | 3 |
| NUTR 624 | Vitamin Metabolism | 3 |
| NUTR 626 | Mineral Metabolism | 3 |
| Electives: | | |
| 500-600 level NUTR courses | | 6 |
| 500-600 level ANTH, BADM, BIOL, CHEM, CSDV, ECON, EDUC, FINC, GEOG, HLTH, MATH, MGMT, MKTG, MCOM, PHED, PLSC, PSYC, QMTH, SOCL, WRIT, or NUTR | | 3 |

| | | |
|-----------------------------|--------|-----------|
| NUTR 695 | Thesis | 3 |
| NUTR 696 | Thesis | <u>3</u> |
| Total Semester Hours | | 30 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

| Required Program Without Thesis | | Semester Hours |
|---|-------------------------------------|-----------------------|
| Core Courses | | |
| MATH 546 | Applied Statistics for the Sciences | 3 |
| NUTR 600 or 604 | | 3 |
| NUTR 607 or EDUC 640 | | 3 |
| NUTR 624 | Vitamin Metabolism | 3 |
| NUTR 626 | Mineral Metabolism | 3 |
| Electives: | | |
| 500-600 level NUTR courses | | 12 |
| 500-600 level ANTH, BADM, BIOL, CHEM, CSDV, ECON, EDUC, FINC, GEOG, HLTH, MATH, MGMT, MKTG, MCOM, PHED, PLSC, PSYC, QMTH, SOCL, WRIT, or NUTR | | <u>3</u> |
| Total Semester Hours | | 30 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

A Master of Science degree option is available which incorporates the Accreditation Council in Nutrition and Dietetics (ACEND) accredited Dietetic Internship. No more than six hours of internship credit may be applied to the Master of Science degree in human nutrition. Contact information is The Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, 312/899- 4817.

Application requirements are available on the dietetic internship website, www.winthrop.edu/nutrition. Internship application materials, application checklist and information on the early acceptance option are available on the same website and from the Department of Human Nutrition, 302 Dalton Hall, 803/323-2101. You may contact the Dietetic Internship Director, Ms. Judy Thomas at thomasjh@winthrop.edu for additional information.

Prior to registration, applicants must complete ACEND didactic program in dietetics (DPD) requirements. Acceptance into the internship is contingent upon academic standing, receiving a DPD Verification Statement from an ACEND accredited institution, Graduate Record Examination scores, references, and personal interview.

| Required Program With Thesis and Internship | | Semester Hours |
|--|-------------------------------------|-----------------------|
| Core Courses | | |
| MATH 546 | Applied Statistics for the Sciences | 3 |
| NUTR 600 or 604 | | 3 |
| NUTR 607 or EDUC 640 | | 3 |

| | | |
|---|-----------------------------|-----------|
| NUTR 624 | Vitamin Metabolism | 3 |
| NUTR 626 | Mineral Metabolism | 3 |
| Electives | | |
| 500-600 level NUTR courses | | 3 |
| ACEND Dietetic Internship* | | 6 |
| NUTR 528 | Dietetic Internship I (3) | |
| NUTR 529 | Dietetic Internship II (3) | |
| NUTR 530 | Dietetic Internship III (3) | |
| NUTR 531 | Dietetic Internship IV (3) | |
| *Interns take 12 hours of coursework; however, only 6 hours applies to the degree program | | |
| NUTR 695 | Thesis | 3 |
| NUTR 696 | Thesis | <u>3</u> |
| Total Semester Hours | | 30 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

| Required Program With Internship and Without Thesis | | Semester Hours |
|---|-------------------------------------|-----------------------|
| Core Courses | | |
| MATH 546 | Applied Statistics for the Sciences | 3 |
| NUTR 600 or 604 | | 3 |
| NUTR 607 or EDUC 640 | | 3 |
| NUTR 624 | Vitamin Metabolism | 3 |
| NUTR 626 | Mineral Metabolism | 3 |
| Electives | | |
| 500-600 level NUTR elective | | 3 |
| 600 level NUTR elective | | 3 |
| 500-600 level electives | | 3 |
| ANTH, BADM, BIOL, CHEM, CSDV, ECON, EDUC, FINC, GEOG, HLTH, MATH, MCOM, MGMT, MKTG, PHED, PLSC, PSYC, QMTH, SOCL, WRIT, or NUTR | | |
| ACEND Dietetic Internship * | | 6 |
| NUTR 528 | Dietetic Internship I (3) | |
| NUTR 529 | Dietetic Internship II (3) | |
| NUTR 530 | Dietetic Internship III (3) | |
| NUTR 531 | Dietetic Internship IV (3) | |
| *Interns take 12 hours of coursework; however, only 6 hours applies to the degree program. | | |
| Total Semester Hours | | 30 |

Graduate Certificate Program – Dietetic Internship

Students completing the Winthrop University, Department of Human Nutrition, post baccalaureate Dietetic Internship Certificate Program receive a Verification Statement and are eligible to take the Registration Examination for Dietitians administered by the Commission on Dietetic Registration. In addition, they will accrue 12 semester hours of graduate credit; six

hours may be applied to the M.S. degree program in Human Nutrition offered by the department. The Dietetic Internship has been granted continued accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. ACEND is a specialized accrediting body recognized by the United States Department of Education. The address and phone number of ACEND are: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-4876.

The program combines theoretical and practical experiences that enable future dietetic professionals the opportunity to expand their knowledge and ability to excel in such areas of dietetics as medical nutrition therapy, public/community health nutrition, corporate wellness programs, sports nutrition, and school foodservice.

Admission Requirements

Students are required to have a baccalaureate degree conferred by a regionally accredited college or university before they enter the program. In addition, applications must be submitted by February 15 for internship classes starting in the fall. All applications must include the following:

1. Completed and signed standard Academy of Nutrition and Dietetics application form,
2. Official transcripts from all colleges and universities attended by the applicant,
3. Three letters of recommendation,
4. Personal statement of goals,
5. Graduate Record Examination Scores,
6. Verification Statement or Declaration of Intent stating completion or proposed date of completion of required undergraduate course work (ACEND didactic program in dietetics requirements), and
7. \$50 nonrefundable application fee to The Graduate School.

Applicants are required to come to campus for a personal interview.

Acceptance into the program is highly competitive. Selection criteria are based on the strength of the undergraduate academic record, relevant work experience in the field of dietetics, letters of recommendation, volunteer and other experiences, personal interview, and scores on the GRE. The selection committee, composed of professionals in the field of dietetics and faculty members, evaluates the applications, interviews the candidates, and ranks them accordingly. The selections are then submitted to a computer matching service contracted by the Academy of Nutrition and Dietetics. Applicants and the dietetic internship program director are notified of the results in mid-April.

Application requirements are available on the dietetic internship website, www.winthrop.edu/nutrition. Internship application materials, application checklist and information on the early acceptance option are available on the same website and from the Department of Human Nutrition, 302 Dalton Hall, 803/323-2101. You may contact the Dietetic Internship Director, Ms. Judy Thomas, at thomasjh@winthrop.edu for additional information. Interns completing the program are eligible to take the Registration Examination for Dietitians administered by the Commission on Dietetic Registration. In addition, they will accrue 12 semester hours of graduate credit; six hours may be applied to the M.S. degree program in

Human Nutrition offered by the department. The Dietetic Internship has been granted continued accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. ACEND is a specialized accrediting body recognized by the United States Department of Education. The address and phone number of ACEND are: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-4876.

DIETETIC INTERNSHIP COURSES* required in the program include the following:

NUTR 528 (3). Dietetic Internship I: Nutrition Therapy Inpatient/Acute Care. ACEND accredited dietetic internship.

NUTR 529 (3). Dietetic Internship II: Outpatient Nutrition Therapy, Education, Wellness, and Consultation. ACEND accredited dietetic internship.

NUTR 530 (3). Dietetic Internship III: Food and Nutrition Management. ACEND accredited dietetic internship.

NUTR 531 (3). Dietetic Internship IV: Professional Development in Dietetics. ACEND accredited dietetic internship.

***Dietetic Interns complete NUTR 528 and 529 in the fall and NUTR 530 and 531 in the spring. Six hours of course work may be counted toward the M.S. degree in Human Nutrition; in addition, interns may take NUTR 604, which may be applied toward the M.S. degree requirements.**

School Psychology

Graduate Faculty

Professors

Gary L. Alderman
Heidar A. Modaresi
Joseph S. Prus, chair
Donna Webster-Nelson

Associate Professors

Leigh D. Armistead
Cheryl Fortner-Wood
Kathy A. Lyon
Antigo Martin-Delaney
Jeffrey S. Sinn

Assistant Professors

Matthew Hayes

Master of Science in School Psychology
Specialist in School Psychology
Graduate Program Director: Joseph S. Prus, 803/323-2117

The Winthrop School Psychology Program is a three-year, full-time graduate training sequence leading to the Specialist in School Psychology (S.S.P.) degree. Although an interim Master of Science (M.S.) degree is awarded at the end of the second year, students admitted to the program are expected to complete the full three-year training program.

The Winthrop School Psychology Program is primarily designed to prepare practitioners who are competent to provide a full range of school psychological services including consultation, behavioral intervention, psychoeducational assessment, research, program planning/evaluation and counseling. Students are prepared to work with diverse clients from infancy to young adulthood, including those with low-incidence disabilities, and with families, teachers and others in the schools and community. Opportunities for working under close supervision in rural, suburban and urban settings are afforded students in the program. Although some of the School Psychology graduates subsequently pursue doctoral studies, the primary purpose of the program is the preparation of well-rounded professionals for work in public schools and related settings.

The three-year, full-time program leading to both the Master of Science (M.S.) and Specialist in School Psychology (S.S.P.) degrees utilizes a highly structured, applied, competency-based approach to training. The curriculum is linked to a comprehensive set of objectives that outline knowledge, skills, and professional work characteristics needed by school psychologists in order to respond effectively to the diverse needs of individuals and systems that we ultimately serve. Program emphasis is placed on psychological and psychoeducational methods whose effectiveness has been demonstrated through behavioral research. A multi-method, multi-source approach to assessment of learning and development helps assure that students attain the competencies needed to be effective school psychologists.

The Winthrop School Psychology Program has been designed to meet national standards of quality and progresses sequentially from foundations courses to methods/practica experiences to a 1,200 hour internship. The training philosophy of the program emphasizes the importance of integrating knowledge and skills under conditions of strong supervision, support and collaboration. Completion of supervised field experience over the last two years of the program provides for closer integration of didactic and experiential components of the curriculum, more immediate application and integration of skills and strong involvement of faculty in this critical stage of training. Low student-to-faculty ratios in all methods/practica courses and weekly sessions with both faculty and credentialed field supervisors during traineeship and internship help to assure the monitoring and support needed for students to become competent professionals. Collaboration and cooperation among students are also encouraged.

The combined MS/SSP program is fully approved by the National Association of School Psychologists (NASP) and South Carolina Department of Education. Winthrop is also fully accredited by the National Council for Accreditation of Teacher Education (NCATE). Upon the attainment of a passing score on the PRAXIS II Examination in School Psychology and the recommendation of the program director, graduates of the program qualify to become Nationally Certified School Psychologists (NCSP) and can attain certification as School Psychologists in South Carolina (Level II) and other states.

The job market for school psychologists and Winthrop School Psychology graduates has been historically strong. Over the past fifteen years, most graduates seeking employment in the field have attained such employment within three months of graduation. Winthrop School Psychology alumni are employed in many states. Their preparation is evaluated very highly by employers. Those who have pursued doctoral studies have also been very successful in gaining admission and in completing their studies.

Immediately upon entering the program, the student should develop, with the program director, an individual course of study which meets the requirements for the degree and the student's objectives.

Curriculum. The curriculum is organized into four areas: Psychological and Educational Foundations, Psychoeducational Methods, Traineeship and Internship.

Psychological and Educational Foundations. Coursework covers the theoretical foundations of the science of human behavior and the foundations of education. Psychological foundation areas include human learning/cognition, human development, child and adolescent psychopathology, and health psychology and behavioral medicine. Educational foundation areas include exceptional children, multicultural issues, academic intervention, and organization and operations of schools. This area includes the history and foundations of professional school psychology.

Psychoeducational Methods. Characterized by a competency-based approach and emphasis on data-based decision-making, coursework in this area involves the acquisition and application of professional knowledge and skills needed to function successfully as a school psychologist. Courses cover diverse models and methods of psychoeducational assessment, behavioral assessment and intervention, counseling and mental health services, research and evaluation, and consultation/indirect services to schools and families.

Traineeship. In conjunction with psychoeducational methods courses, students complete a two day per week, 450 hour traineeship in the schools during the second year of the program. This experience includes close supervision by both faculty and field supervisors and includes specific objectives that address school psychology competencies in such areas as assessment, counseling, behavioral assessment and intervention, and consultation.

Internship. During the third year, students complete a paid 1200 hour supervised internship, at least 600 hours of which must be in the schools. Internships in nearby diverse rural, suburban, and urban settings allow students to practice and integrate the full range of school psychological services under supervision of credentialed faculty and field supervisors.

Students return to the university for faculty supervision and one advanced course taken concurrently with internship each semester.

Interns and trainees are required to acquire malpractice insurance coverage at their own expense.

Thus, four sequential levels of training (foundations, psychoeducational methods, traineeship and internship) are provided. All psychoeducational methods courses and most other courses are limited to no more than a 10:1 student-faculty ratio to assure that the training experience is individualized and appropriately supervised.

Admission Requirements. Admission to the program requires completion of the Application for Graduate Admission and the separate school psychology program application form (resume, statement, supplemental questionnaire) and three letters of recommendation. Admissions are normally limited to ten students per year, with study beginning in the fall semester only. Multiple admissions criteria are used, including prior grade point average, GRE General Test scores, three letters of recommendation, educational experience, work experience and personal qualifications. Admissions to the program are quite competitive (typically about one in six or seven applicants is admitted). The admissions decisions are focused on the selection of applicants who we believe have the greatest potential to be successful school psychologists.

Prerequisites to admission are 15 hours of prior undergraduate or graduate coursework in five areas: (1) general psychology; (2) human development (child development or child psychology may be acceptable alternatives); (3) experimental psychology or research methods; (4) psychological measurements (tests and measurements or educational measurements may be acceptable alternatives); and (5) statistics. While the bulk of these prerequisite areas must be completed prior to admission to the program, one or two may be taken after an applicant is admitted. All admissions materials should be submitted by January 15 of each academic year. Late applications will be considered as openings exist. Finalists for admission are also expected to participate in a personal interview with the school psychology admissions committee.

Master of Science Degree. The M.S. requires 36 semester hours of coursework, but the degree is awarded only at the end of the second year. The remaining hours taken during the second year and those taken during the third year, are applied toward the Specialist in School Psychology degree. An additional M.S. requirement is the passing of a written comprehensive exam.

Required Program for the M.S.

Semester Hours

| | | |
|----------|---|---|
| PSYC 508 | Learning: Cognition | 3 |
| PSYC 512 | The Exceptional Child | 3 |
| PSYC 515 | Health Psychology and Behavioral Medicine | 3 |
| PSYC 604 | Advanced Studies in Human Development | 3 |
| PSYC 510 | Behavior Analysis and Change | |

| | | |
|-----------------------------|--|-----------|
| OR | | |
| PSYC 606 | Applied Behavior Analysis and Intervention | 3 |
| PSYC 607 | Curriculum-Based Assessment and Academic Interventions | 3 |
| PSYC 608 | Psychological Assessment for Intervention I | 3 |
| PSYC 615 | Seminar in Professional School Psychology | 3 |
| PSYC 618 | Consultation and Indirect Services | 3 |
| PSYC 620 | School Psychology Traineeship I | 3 |
| PSYC 621 | School Psychology Traineeship II | 3 |
| PSYC 601 | Psychopathology of Childhood And Adolescence | <u>3</u> |
| Total Semester Hours | | 36 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

Specialist in School Psychology Degree. Upon satisfactory completion of course work, internship and culminating performance assessment requirements, the S.S.P. degree will be awarded at the end of the 72 semester hours of the training sequence. The S.S.P. Degree requires a satisfactory performance on an oral examination and presentation of a portfolio of professional work completed in field placement. Additionally, students must take the ETS Praxis II Examination in School Psychology.

| Required Program for the S.S.P.* | | Semester Hours |
|---|---|-----------------------|
| PSYC 603 | Therapeutic Psychology: Techniques of Counseling and Psychotherapy | 3 |
| PSYC 609 | Psychological Assessment for Intervention II | 3 |
| PSYC 611 | Advanced Therapeutic Psychology: Techniques for Mental Health Services in the Schools | 3 |
| PSYC 612 | Psychological Assessment for Intervention III | 3 |
| PSYC 613 | Advanced Statistics and Data Analysis | 3 |
| PSYC 614 | Research Methods and Applications | 3 |
| PSYC 625 | Advanced Seminar in School Psychology | 3 |
| PSYC 651 | School Psychology Internship I | 3 |
| PSYC 652 | School Psychology Internship II | 3 |
| PSYC 653 | School Psychology Internship III | 3 |
| PSYC 654 | School Psychology Internship IV | 3 |
| CSDV 605 | Social and Cultural Issues | <u>3</u> |
| Total Semester Hours beyond the MS | | 36 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

*In addition to all work required for the MS.

Social Work

Graduate Faculty

Professors

Ronald K. Green
Deana F. Morrow, Chair

Associate Professors

Brent Cagle
Wendy Campbell
Cynthia Forrest
Susan B. Lyman
Ameda A. Manetta

Assistant Professor

Kareema Gray
Shebby Neely-Goodwin

Master of Social Work

Graduate Program Director: Susan B. Lyman, 803/323-2168

The Department of Social Work offers the Master of Social Work (M.S.W.) degree which is fully accredited by the Council on Social Work Education. Graduates are prepared to enter professional positions requiring an M.S.W. degree and for pursuing state licensure in social work.

Curriculum Focus: The M.S.W. concentration is in empowerment practice. Empowerment practice assesses the influence of multiple and interlocking personal, structural, and societal systems of power on vulnerable and oppressed populations. It incorporates the use of advanced social work theories and methodologies for assessment and intervention across systems. Empowerment practice seeks to establish and maintain systems that are responsive, through culturally relevant strategies, in helping clients increase their power to improve their current situations and quality of life.

Admission Requirements. A cohort admissions process is used for M.S.W. admissions. Full-time and Weekend Program cohorts are admitted for August enrollment; and, the Advanced Standing cohort is admitted for May enrollment. Review of applications begins February 1 and continues until all slots are filled.

Applications for Graduate Admission can be obtained online through the Graduate School website. Admission is competitive and only applicants with fully completed application packets will be reviewed. For admission to the M.S.W. degree program, an applicant must:

1. Hold a baccalaureate degree from a regionally accredited college or university (Advanced Standing applicants must hold a baccalaureate degree from a Council on Social Work Education accredited college or university).
2. Submit official transcripts from all colleges and universities attended. Transcripts should reflect a background in liberal arts content.
3. Have an overall undergraduate grade point average of 3.0 on a 4.0 scale for the Advanced Standing Program. For the Full-Time Program or Weekend Program, a 3.0 on a 4.0 scale is required on the last 60 hours.
4. Submit an official test score for either the Graduate Record Examination or the Miller Analogies Test. The score will be considered within the context of the entire application.
5. Submit three professional recommendations using the MSW Letter of Recommendation form.
6. Submit a professional resume.
7. Submit a personal narrative statement (3 -5 pages) addressing the following: your reasons for pursuing the MSW degree, including your career goals upon completing the degree; any previous human services-related paid or volunteer experiences you have had; your experiences in working with diverse populations; and, any additional information pertinent to your interest in the MSW degree.
8. Submit the Master of Social Work Questionnaire.

Program Requirements. The Full-Time Program (two years) and the Weekend Program (three years) include 60 semester hours of study. The Weekend Program is designed to meet the needs of those who are also employed in the human services sector while pursuing their degree. Each course in the Weekend Program is offered on a Friday, Saturday, and Sunday one weekend and then continues on a Saturday and Sunday a month later. Readings and assignments will be completed prior to the first weekend, between weekends and following the second weekend.

Applicants who hold a CSWE accredited baccalaureate degree in social work may pursue the 39 semester hour, one year Advanced Standing Program. Students admitted to the Advanced Standing Program matriculate in May, complete courses during the summer, and then, proceed directly into the second year of the Full-Time program.

**Required Courses for the Full-Time Program and Weekend Program Options:
(60 credits)**

| Required Program | | Semester Hours |
|-------------------------|--|-----------------------|
| SCWK 601 | Human Behavior in the Social Environment | 3 |
| SCWK 602 | Social Welfare Policy | 3 |
| SCWK 603 | Social Work Research | 3 |

| | | |
|----------|--|---|
| SCWK 604 | Generalist Social Work Practice I | 3 |
| SCWK 605 | Interpersonal Helping Skills | 3 |
| SCWK 610 | Generalist Social Work Practice II | 3 |
| SCWK 611 | Generalist Social Work Practice III | 3 |
| SCWK 612 | Field Instruction I (Generalist) | 3 |
| SCWK 614 | Social Welfare Policy II | 3 |
| SCWK 615 | Empowerment Practice Concepts | 3 |
| SCWK 620 | Advanced Practice: Micro Systems | 3 |
| SCWK 621 | Leadership and Empowerment Practice | 3 |
| SCWK 622 | Field Instruction II (Advanced) | 6 |
| SCWK 623 | Psychopathology and Empowerment Practice | 3 |
| SCWK 631 | Advanced Practice: Macro Systems | 3 |
| SCWK 632 | Field Instruction III | 6 |
| SCWK 633 | Advanced Social Work Research | 3 |
| SCWK 640 | Advanced Practice: Capstone | 3 |

Additional Optional Electives:

| | | |
|-----------|--|---|
| SCWK 624: | Psychodiagnostics and Social Work Practice | 3 |
| SCWK 523 | Families & Children: Policy & Services | 3 |
| SCWK 533 | Families & Children: Practice & Trends | 3 |

Required Courses for the Advanced Standing Program option (39 credits, 1 year):

| Required Program | | Semester Hours |
|------------------|--|----------------|
| SCWK 606 | Social Work Foundation Review | 3 |
| SCWK 614 | Social Welfare Policy II | 3 |
| SCWK 615 | Empowerment Practice Concepts | 3 |
| SCWK 620 | Advanced Practice: Micro Systems | 3 |
| SCWK 621 | Leadership and Empowerment Practice | 3 |
| SCWK 622 | Field Instruction II (Advanced) | 6 |
| SCWK 623 | Psychopathology and Empowerment Practice | 3 |
| SCWK 631 | Advanced Practice: Macro Systems | 3 |
| SCWK 632 | Field Instruction III | 6 |
| SCWK 633 | Advanced Social Work Research | 3 |
| SCWK 640 | Advanced Practice: Capstone | 3 |

Additional Optional Electives:

| | | |
|----------|--|---|
| SCWK 624 | Psychodiagnostics and Social Work Practice | 3 |
| SCWK 523 | Families & Children: Policy & Services | 3 |
| SCWK 533 | Families & Children: Practice & Trends | 3 |

Academic Probation Policy - MSW Program

A student whose cumulative grade point average falls below 2.85 during the first 18 hours of coursework is placed on academic probation. A student who has earned more than 18 hours and who fails to maintain a grade point average of 3.0 is placed on probation. Because of the sequential structure of the MSW Program, MSW students placed on academic probation are allowed to enroll in the subsequent semester of course work to restore their overall grade-point average to 3.0 or higher (2.85 or higher during the first 18 hours of coursework).

In cases where students have earned a grade of F in a course(s), their progress in the Program will be suspended until they successfully repeat the course(s). If they successfully repeat the course(s), and their grade-point average is restored to 3.0 or higher, (2.85 or higher during the first 18 hours of coursework), they are then returned to good academic standing. If they successfully repeat the course(s), but their grade-point average remains below 3.0 (2.85 or higher during the first 18 hours of coursework), they may then enroll in one subsequent semester of course work to restore their overall grade-point average to 3.0 or higher (2.85 or higher during the first 18 hours of coursework). Failure to do so will result in dismissal from the Program.

No more than two courses with a grade of C or F may be repeated; a given course may be repeated only once. A graduate student may not transfer credit taken at another institution while he or she is on academic probation at Winthrop or is ineligible to return to Winthrop. Students who have been dismissed because of academic ineligibility may reapply for graduate admission. Those wishing to be considered for readmission following a dismissal must wait at least one year before applying. One year is defined as two semesters or one semester and one summer session. During this period, they are ineligible for admission to any program at Winthrop University. Applications for readmission may be found on the Forms Online page of the Graduate School website. Readmission applications are evaluated by the Admissions Committee; readmission may or may not be granted depending on the Committee's recommendation.

Spanish

Graduate Faculty

Professor

Kenneth A. Gordon, chair
Pedro M. Muñoz

Associate Professors

Barbara Esquivel-Heinemann

Master of Arts in Spanish

Graduate Program Director: Barbara Esquivel-Heinemann, 803/323-2612

Admission Requirements. Admission to the program for the Master of Arts degree in Spanish usually requires the successful completion of 24 semester hours of approved courses in Spanish at the undergraduate or graduate level. Applicants are also required to have a GPA of at least 3.0 in all Spanish courses and an overall GPA of at least 2.8 on a four-point scale.

In addition to the general admission requirements for graduate study at Winthrop, applicants must submit scores of 146 or higher on the verbal section (400 or higher on the pre-August 2011 test) and a 140 or higher on the quantitative section (400 or higher on the pre-August 2011 test) of the General Test of the Graduate Record Examination. GRE scores more than five years old will not be considered. Applicants must also present formal evidence of having received a rating of advanced low or higher on an official Oral Proficiency Interview (OPI), administered by the American Council on the Teaching of Foreign Languages (ACTFL).

Application deadlines are April 15 for summer and fall semesters and October 15 for the spring semester.

If the applicant does not fulfill one or more of the above criteria, an interview with the Graduate Faculty in the Department of Modern Languages will be required for admission consideration.

Note: Non-degree students are not required to meet the MA admission requirements provided they will be taking no more than two graduate courses within the span of five years.

The Master of Arts degree in Spanish requires the completion of at least 30 semester hours of approved graduate-level work. At least half the work presented for the degree must be 600-level courses.

Immediately upon entering the graduate program, the student should develop, with the assigned advisor, an individual program of study which meets the requirements for the degree and the student's objectives.

| Required Program | | Semester Hours |
|--|--|-----------------------|
| SPAN 601 | Great Figures of Spanish Literature | 3 |
| OR | | |
| SPAN 602 | Great Figures of Spanish-American Literature | |
| SPAN 610 | Advanced Culture and Civilization: Emphasis on Spain | 3 |
| OR | | |
| SPAN 611 | Advanced Culture and Civilization: Emphasis on Spanish America | |
| SPAN electives at the 600-level** | | 9 |
| SPAN electives at the 500 or 600-level | | 9 |
| SPAN electives at the 500 or 600-level or other electives approved in advance by the department. | | <u>6</u> |
| Total Semester Hours | | 30 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

**Students who write a thesis (SPAN 695 and 696) may count those hours as electives. Students may not enroll in SPAN 695 or 696 until their research project has been formally approved and they are actively engaged in their research. Incompletes will be given in SPAN 695 or 696 only in exceptional situations.

The College of Business Administration

Dean: Roger D. Weikle

Director of Graduate Studies: Peggy Hager 803/323-2409 or 800/387-1923

Graduate Faculty

Professors

Charles Alvis
Robert Breakfield
Qidong Jordan Cao
Clarence Coleman, Jr.
Steven A. Frankforter, assistant dean
Barbara k. Fuller
James C. McKim
Richard L. Morris
Louis Pantuosco
Cara Peters, assistant dean
D. Keith Robbins, chair
Marilyn Smith
Martha C. Spears
Gary L. Stone
Jane B. Thomas
Roger D. Weikle, dean

Associate Professors

Barbara Burgess-Wilkerson
Keith J. Benson
Melissa Carsten
R. Stephen Dannelly, chair
Kent E. Foster
Chlotia Garrison
Michael Matthews
Hemant Patwardhan
Anne Olsen
Barbara Pierce, chair
Emma J. Riddle
Robert J. Stonebraker
William I. Thacker
Laura Ulrich
Glenn L. Wood

Assistant Professors

Young-Won Her
Malayka Klimchak
Willis Lewis, Jr.
Jayne Maas
James Schultz
Vaibhav Sharma
Brooke W. Stanley

Mission Statement. Our mission is to prepare students in a learning-centered environment, through effective teaching, scholarship and service, with the professional and leadership skills necessary for positions in the global marketplace, while fostering life-long learning and service to the external community.

Master of Business Administration Degree. Winthrop University offers the Master of Business Administration degree in two formats: the evening M.B.A. program and the evening M.B.A./Accounting emphasis program. The Master of Business Administration degree program is accredited by The Association to Advance Collegiate Schools of Business (AACSB-International). AACSB is a specialized accrediting body recognized by the Council on Recognized Postsecondary Accreditation (CORPA).

Students from a diverse range of educational and cultural backgrounds participate in and enhance the educational experience. Nationally accredited, the program is taught by a faculty committed to excellence in teaching and research.

MBA Evening Program. The evening M.B.A. is a program of 36 semester hours of required graduate courses. The curriculum includes the M.B.A. core of 27 hours and 9 hours of elective courses. Up to 4 hours of prerequisites may be required, depending upon the individual student's preparation.

Admission Requirements. The applicant for admission to the M.B.A. program must show high promise of success in post graduate business study as measured by undergraduate grades, scores on the Graduate Management Admissions Test (GMAT) and other relevant criteria. An applicant whose native language is not English must present a score of at least 550 on the TOEFL or a 6.5 on the IELTS.

Prerequisite Requirements: Completion of the prerequisite course with a grade of "C" or better, or a grade of "C" or better in similar undergraduate courses and an undergraduate degree completed within three years of enrollment in the MBA program, or successful completion of an approved test.

| | | | |
|----------|--------------------------------------|---|-----|
| ACCT 670 | Principles of Accounting | 1 | AND |
| ECON 670 | Principles of Economics | 1 | AND |
| FINC 670 | Introduction to Finance | 1 | AND |
| CSCI 670 | Principles of Information Technology | 1 | |

The required M.B.A. program includes the following Courses:

| Required Program | | | Semester Hours |
|--|-----|--|-----------------------|
| ACCT | 680 | Accounting for Managers | 3 |
| ECON | 680 | Managerial Economics | 3 |
| FINC | 680 | Financial Policy Management | 3 |
| MGMT | 680 | Organizational Leadership & Communications | 3 |
| MGMT | 681 | Business & Society | 1.5 |
| MGMT | 682 | Organization Behavior/Organization Development | 3 |
| MGMT | 683 | Sustainable Operations | 3 |
| MGMT | 684 | Strategic and International Issues in Management | 3 |
| MKTG | 680 | Marketing Management | 3 |
| QMTM | 680 | Statistical Methods & Business Research | 1.5 |
| 500 & 600-level approved electives (3 hours must be 600-level) | | | <u>9</u> |
| Total Semester Hours | | | 36 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

**Throughout the MBA program, the faculty and administration are dedicated to providing current and integrated coverage of relevant business concepts and issues.

*** May be taken as a concentration.

MBA-Finance Concentration. The traditional (general) MBA program is a 36 graduate hour program, including 9 hours of electives. For the MBA/Finance Concentration, a student must enroll in the nine (9) hours of electives as follows:

| | | |
|--|--|---|
| FINC 681 | Advanced Financial Management | 3 |
| Choose two courses from the following: | | |
| FINC 682 | Corporate Financial Analysis | 3 |
| FINC 512 | Investments | 3 |
| FINC 513 | Banking and Financial Service Management | 3 |
| FINC 514 | International Financial Management | 3 |
| BADM 602 | Financial Markets Seminar# | 3 |

Or

| | | |
|----------|--|---|
| BADM 694 | Internship in Business Administration* | 3 |
|----------|--|---|

*BADM 694 must be an approved internship in Finance. Credit cannot be received for both BADM 602 and BADM 694.

Applicants will be required to meet the same admission and prerequisite requirements as the traditional program.

MBA-Human Resource Management Concentration

The general MBA program is a 36 graduate hour program, including 9 hours of electives. For the MBA/Human Resource Management Concentration, a student must enroll in nine (9) hours of electives as follows:

| | | |
|----------|--|---|
| MGMT 622 | Advanced Human Resources Management and Labor Relations | 3 |
| MGMT 522 | Growing and Developing Talent | 3 |
| MGMT 524 | Employment Law* | 3 |

*May substitute MGMT 526 (Talent Management Seminar) or BADM 694 for MGMT 524 with work experience and the ability to pass a test in basic employment law. BADM 694 must be an approved internship in Human Resources Management.

Applicants will be required to meet the same admission and prerequisite requirements as the traditional program.

MBA-Marketing Concentration

The general MBA program is a 36 graduate hour program, including 9 hours of electives. For the MBA/Marketing Concentration, a student must enroll in nine (9) hours of electives as follows:

| | | |
|------------------------------------|--|---|
| MKTG 681 | Strategic Marketing Seminar | 3 |
| And, two of the following courses: | | |
| MKTG 581 | Marketing for Global Competitiveness | 3 |
| BADM 561 | Electronic Commerce for Managers | 3 |
| ENTR 579 | Business Plan Development | 3 |
| BADM 694 | Internship in Business Administration* | 3 |

*Must be an approved internship in Marketing

Applicants will be required to meet the same admission and prerequisite requirements as the traditional program.

MBA-Strategic Leadership Concentration

The general MBA program is a 36 graduate hour program, including 9 hours of electives. For the MBA/Strategic Leadership Concentration, 5 years of professional work experience is required, then a student must enroll in nine (9) hours of electives as follows:

| | | |
|------------------------------------|--|---|
| MGMT 675 | Leadership Dynamics | 3 |
| MGMT 622 | Advanced Human Resources Management And Labor Relations | 3 |
| And, one of the following courses: | | |
| BADM 600 | International Field Experience | 3 |
| Or | | |
| BADM 633 | International Business Culture | 3 |

Applicants will be required to meet the same admission and prerequisite requirements as the traditional program, and must submit a resume’.

MBA-International Concentration.

The general MBA program is a 36 graduate hour program, including nine semester hours of electives. For the MBA/International, a student must enroll the nine hours of electives as follows:

| | | |
|----------|--------------------------------|---|
| BADM 600 | International Field Experience | 3 |
|----------|--------------------------------|---|

Choose two 500-level courses from the following:

| | | |
|----------|------------------------------------|---|
| ECON 521 | International Trade and Investment | 3 |
|----------|------------------------------------|---|

| | | |
|----------|------------------------------------|---|
| FINC 514 | International Financial Management | 3 |
|----------|------------------------------------|---|

| | | |
|----------|--------------------------|---|
| MGMT 529 | International Management | 3 |
|----------|--------------------------|---|

| | | |
|----------|--------------------------------------|---|
| MKTG 581 | Marketing for Global Competitiveness | 3 |
|----------|--------------------------------------|---|

Applicants will be required to meet the same admission and prerequisite requirements as the traditional program.

MBA-Software Project Management.

The traditional (general) MBA program is a 39 graduate hour program, including nine semester hours of electives. For the MBA/SWPM, a student must enroll the nine hours of electives as follows:

| | | |
|-----------|-----------------------------|---|
| CSCI 521* | Software Project Management | 3 |
|-----------|-----------------------------|---|

| | | |
|----------|----------------------------------|---|
| CSCI 620 | Software Design and Architecture | 3 |
|----------|----------------------------------|---|

| | | |
|----------|----------------------|---|
| CSCI 680 | Software Development | 3 |
|----------|----------------------|---|

*current number for this course is CSCI 621

Applicants will be required to meet the same admission and prerequisite requirements as the traditional program.

MBA-Accounting - Evening Program. The Master of Business Administration/Accounting Emphasis program provides graduate business education of high quality. The MBA/Accounting program prepares students to assume responsible positions as leaders and team members in the dynamic and varied organizations of the twenty-first century. To this end, the program promotes the following objectives: accountability, adaptability, creative thinking, teamwork, communication, and accounting expertise.

Students from a variety of educational, managerial and professional backgrounds participate in and enhance the educational experience. Nationally accredited, the program is taught by a faculty committed to excellence in teaching and research.

The evening MBA with an Accounting emphasis is a program of 33 semester hours of required graduate courses. Depending upon the individual student's preparation, prerequisites may be required.

Admission Requirements. The applicant for admission to the MBA/Accounting emphasis program must show high promise of success in post-graduate business study as measured by undergraduate grades, scores on the GMAT and other relevant criteria.

An applicant whose baccalaureate degree is from a foreign institution must present a score of at least 400 on the GMAT. An applicant whose native language is not English must present a score of at least 550 on the TOEFL or a 6.5 on the IELTS.

Students desiring to participate in the MBA/Accounting emphasis program who do not have a bachelors degree in business administration from an AACSB accredited college or university or who have not had appropriate undergraduate training in business administration, accounting or economics may be required to complete certain prerequisite courses including the following:

| | |
|----------|--|
| ACCT 280 | Accounting Principles 1 |
| ACCT 281 | Accounting Principles 2 |
| ACCT 303 | Accounting Information Systems |
| ACCT 305 | Intermediate Accounting I |
| ACCT 306 | Intermediate Accounting II |
| ACCT 309 | Cost Accounting |
| ACCT 401 | Introduction to Tax |
| ECON 215 | Principles of Macroeconomics and ECON 216 Principles of Microeconomics |
| Or | |
| ECON 670 | Principles of Economics (1) |
| BADM 350 | Legal Environment of Business |
| FINC 311 | Principles of Finance |
| Or | |
| FINC 670 | Introduction to Finance (1)** |

Students are required to include the following undergraduate courses as prerequisites or the 600-level course as a part of their MBA program:

| | |
|--------------|---|
| MGMT 355 | Business Communications OR |
| MGMT 680 | Organizational Leadership & Communications |
| QMTB 205 | Applied Statistics I |
| AND QMTB 206 | Applied Statistics II |
| OR | |
| QMTB 680 | Statistical Methods and Business Research (1.5) AND |
| MGMT 681 | Business and Society (1.5) |
| MGMT 683 | Sustainable Operations or MGMT 326 |

*Students must have a grade of C or better in each of the program prerequisite courses.

The M.B.A./Accounting emphasis requires the following courses:

| Required Program | Semester Hours |
|---|-----------------------|
| ACCT 606 Advanced Financial Accounting | 3 |
| ACCT 607 Tax Research | 3 |
| ACCT 609 Advanced Auditing | 3 |
| ACCT 610 Advanced Managerial Accounting | 3 |
| FINC 680 Financial Policy Management | 3 |
| MGMT 682 Organization Behavior/Organization Development | 3 |
| MGMT 684 Strategic and International Issues in Management | 3 |
| 600-level BADM, FINC, MGMT, MKTG, QMTH | 6 |
| 500-600 level ECON, FINC, MGMT, MKTG, QMTH, BADM | 3 |
| Select 3 hours from the following list: | 3 |
| ACCT 502 Corporate Tax | 3 |
| ACCT 505 Intermediate Accounting III | 3 |
| ACCT 506 Not for Profit Accounting | 3 |
| ACCT 509 External Auditing | 3 |
| BADM 501 Estate Planning | 3 |
| Successful completion of ACCT 616, 617, 618 and 619* | 0 |
| Total Semester Hours | 33 |

* ACCT 616-619 are zero credit courses graded on a credit/no credit basis that do not contribute hours toward degree completion. Successful completion of these courses is required before the MBA/Accounting Emphasis degree is awarded. These courses are preparation for the different sections of the CPA Examination. Students should enroll in a minimum of one of these courses every semester until all four parts of the simulated CPA exam are passed. Students may substitute actual CPA examination scores for a simulated CPA exam score if the actual exam has been taken and passed.

**ECON 670 and FINC 670 are both one credit courses which may not qualify for the CPA exam requirements.

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

This program applies to students entering under the five year program. It does not apply to transfers, non-business majors and current Winthrop accounting option students. Each student's academic background will be evaluated and a plan of study developed.

Course substitutions may be made if appropriate. The course of study must include 24 semester hours at the 600-level.

The Richard W. Riley College of Education

Dean: Jennie Rakestraw

Associate Dean: Caroline Everington

Director of Graduate Studies: Marshall Jones, 803/323-2151

Graduate Faculty

Professors

A. J. Angulo
Charles J. Bowers
Steveda Chepko, Chair
Mark W. Dewalt, Chair
Caroline Everington, Associate Dean
Christine J. Ferguson
Susan K. Green
Marshall G. Jones, Graduate Director
Carol A. Marchel
Jonatha W. Vare, Chair

Associate Professors

Wanda Briggs
Kathy Davis
Rebecca B. Evers
Shelley D. Hamill
Jennifer Jordan
Mary Martin
Debi Mink
Mark Mitchell
Linda Pickett
Elke Schneider
Kristi Schoepfer
Carolyn C. Shields
Sue Spencer
Brad Witzel

Assistant Professors

Kelly M. Costner
Debra Leach
Alice McLaine
Tenisha Powell
David H. Vawter

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship and service. The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in learning, leadership, stewardship and the communication of ideas.

Educator as Leader A Conceptual Framework for the Advanced Education Programs

The conceptual framework for advanced education programs builds on the skills developed in undergraduate programs or through professional experiences and is organized around three concepts: 1) Leadership, 2) Scholarship and 3) Stewardship. One's knowledge of these concepts and one's ability to perform effectively in these areas are measured through a series of learning outcomes. These learning outcomes build upon candidates' existing and emerging knowledge base and lead to an advanced understanding of their respective program areas. These learning outcomes are also designed to maintain relevance and adherence to professional, state, national and institutional standards.

While *Educator as Leader* is the overarching theme of all programs, the term "educator" has been expanded at the advanced level to include a broader population of professionals including but not limited to teachers, school administrators, psychologists, health professionals, counselors and coaches. These educational leaders have a central role in helping all students reach their potential through learning experiences in school and other professional environments.

Leadership

Learning Outcomes:

The advanced educational leader:

1. examines educational policy and demonstrates a familiarity with how such policy is developed and implemented.
2. evaluates oneself as an educational leader through knowledge, reflection and professional discourse.
3. analyzes contemporary issues, reforms and renewal strategies and applies an understanding of these to one's profession.
4. applies technology to professional roles and functions.
5. promotes an appreciation and understanding of diversity in families and society.

6. demonstrates the ability to apply problem-solving strategies in diverse situations-e.g., conflict resolution, program development.
7. applies current theories to enhance individual learning of others and promote professional development.
8. demonstrates skills and commitment needed to communicate effectively with students, professional colleagues, families and community leaders.
9. values collaboration with colleagues, families and the larger professional community.
10. advocates for the development of individuals to their full potential.

Scholarship

Learning Outcomes:

The advanced educational leader:

1. demonstrates an understanding of research terminology, concepts and practices as presented in the professional literature.
2. analyzes, synthesizes, interprets and disseminates current and historical research and practices.
3. integrates knowledge and practice derived from professional research into various professional settings to enhance individual growth.
4. generates research questions that focus on extending current thought and theory and interprets and applies results of research.
5. generates research questions that focus on the application of content knowledge and methodologies.
6. demonstrates an understanding of a variety of research methodologies, measurements, analysis procedures, and interpretation/communication of results.
7. selects and applies appropriate methodologies to answer research questions.
8. appreciates the value of using research to inform practice.
9. uses technology resources to collect, analyze, synthesize and evaluate information and data.
10. models lifelong learning.
11. enhances specific knowledge in content areas.

Stewardship

Learning Outcomes:

The advanced educational leader:

1. appreciates and articulates the ethical implications surrounding contemporary educational issues.
2. analyzes how antecedents (previous events) contribute to current issues.
3. understands the interrelationships among issues related to society, schooling, the organization and administration of schools and professional organizations.
4. advocates full and appropriate access to public education and human services for people with special needs and their families.
5. examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws.
6. demonstrates the ability to construct a supportive, well-managed, motivational learning environment that promotes equal access to education for people from diverse cultural backgrounds.
7. develops school curricula and/or educational interventions based on contemporary theories of learning and development, applicable technology, collaborative discourse and evaluation.
8. works toward solutions to key educational issues that are founded on contemporary research, public policy and best practice.
9. evaluates, clarifies and refines personal philosophy of professional practice.
10. links personal philosophy and professional practice to historical, legal, social, philosophical, and psychological foundations and developments in the profession.
11. cares for and related to students, families and the larger learning community.

The Richard W. Riley College of Education offers graduate programs leading to the Master of Science degree in Sport and Fitness Administration; the Master of Education degrees in educational leadership, curriculum and instruction, counseling and development, literacy, middle level education and special education; and the Master of Arts in Teaching Secondary and K-12, the Master of Arts in Teaching Early Childhood Education, and the Fifth Year Master of Arts in Teaching. The secondary/K-12 Master of Arts in Teaching degree is an initial

certification program in art, biology, English, French, mathematics, music, physical education, Spanish and social studies. The Master of Arts in Education Early Childhood offers certification from pre-K to 3rd grade. The Fifth Year MAT offers an initial certification program in art, biology, English, French, Math, Social Studies, and Spanish.

Graduate study leading to certification is also available for the following professional areas: school counselor (elementary and secondary), principal (elementary and secondary), literacy teacher and literacy coach. School psychologist (levels I and II) certification programs are offered by the Department of Psychology in the College of Arts and Sciences.

An applicant for admission to a graduate program in the Richard W. Riley College of Education must meet the specific admission requirements of that program in addition to the general requirements for admission to graduate study. (Specific entrance requirements are listed under the individual programs in the Education Degree Programs section.) Admission to programs in the Richard W. Riley College of Education is competitive.

Practicum Courses. In order to enroll in a graduate practicum course in the Richard W. Riley College of Education, a graduate candidate must have:

1. Completed a minimum of six hours graduate course work at Winthrop within the program area of the practicum;
2. Completed specific prerequisites for the practicum; and
3. Maintained continued good standing in the program (minimum of 3.0 grade-point average).

Placements in schools for teacher education field experiences, practica, and internships will be within a 60 mile radius of the University campus. Travel to and from placements is the student's responsibility; the student must assume liability for any required travel.

Certification. All candidates seeking initial or advanced certification should note that satisfactory completion of the appropriate Specialty Area test of PRAXIS examination must be completed prior to being certified by the South Carolina Department of Education. Candidates should check for specific PRAXIS requirements related to their respective degrees with the Chair of the Department. At least half of the total semester hours submitted for the advanced degree must be 600-level courses.

Note: Completion of a degree also does not guarantee advanced teacher licensure in North Carolina public schools. Candidates should contact their local school administrative offices and the North Carolina Department of Public Instruction regarding specific advanced licensure requirements in their program area. Similarly, completion of the M.Ed. degree in Educational Leadership does not guarantee school administrator licensure in North Carolina. Students should check with local school administrative offices and the NC Department of Public Instruction regarding specific NC school administrative licensure requirements.

Accreditations. The Richard W. Riley College of Education is proud of its accreditations and affiliations. The Teacher Education Program at Winthrop University is accredited by the National Council for Accreditation of Teacher Education (NCATE) at the graduate level for its Master of Science, Master of Education and the Master of Arts in Teaching degrees. All teacher education programs are approved by the South Carolina State Board of Education and all programs are fully accredited by their specialized professional association. Recognition by these agencies affords graduate candidates who complete teacher preparation at Winthrop University the opportunity to apply for reciprocal certification with the majority of states in the nation.

Counseling, Leadership and Educational Studies

Master of Arts in Teaching

Graduate Program Advisor: Mark Dewalt, 803/323-2158

The Master of Arts in Teaching (MAT) is designed to prepare individuals who are seeking initial certification to be a classroom teacher. Graduate candidates may pick one of the following areas of certification at the high school level: biology, English, mathematics, or social studies; or graduate candidates may pick one of the following areas for certification in grades K-12: art, French, music, physical education or Spanish.

Initial Teacher Preparation Unit Standards Framework

Preamble

Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that produce learners prepared for 21st century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings, candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system.

Expectations for Candidate Professional Dispositions

I. Fairness

The teacher candidate assumes responsibility for the learning of all students in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.

II. Integrity

The teacher candidate demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the University and the profession.

III. Communication

The teacher candidate interacts in ways that convey respect and sensitivity.

IV. Commitment

The teacher candidate embraces the complexity of work through reflective practice and professional growth.

Unit Standards and Elements

US1. Diverse Needs of Learners

The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes.

US2. Learning Environment

The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.

US3. Technology

The teacher candidate plans and implements meaningful learning opportunities that engage learners in the ethical and appropriate use of technology to meet learning outcomes.

US4. Assessment

The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.

US5. Instruction and Learner Engagement

The teacher candidate uses developmental and pedagogical content knowledge to independently and collaboratively plan and implement learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards.

US6. Literacy

The teach candidate implements essential components of literacy instruction (reading, writing, listening, speaking, viewing, and visual representation) within the discipline(s) to enhance opportunities for learning.

US7. Professional Learning and Ethical Practice

The teacher candidate participates in ongoing professional learning and critical reflection, upholds ethical and legal standards, and articulates the impact of social, legal, and political contexts on American schooling.

To ensure knowledge of content, MAT teacher candidates are required to achieve the South Carolina passing score on the PRAXIS II Specialty Area Examination prior to the internship semester. Candidates for the MAT in Spanish and French must achieve a passing score on the PRAXIS II Specialty Area Examination prior to admission to the program. In addition, successful graduates must obtain a satisfactory score on the PRAXIS II Principles of Learning and Teaching before earning teacher certification.

MAT teacher candidates must demonstrate dispositions that reflect the highest standards of the profession as they relate to students, their families, and their communities. The Richard W. Riley College of Education has established appropriate criteria for professional dispositions in the following areas: professional commitment; communication skills; interpersonal skills; classroom personality; emotional make-up; and academic integrity. Further information about the criteria is distributed to teacher candidates in a dispositions booklet.

The MAT curriculum covers a variety of subjects from professional core courses to courses specific to the graduate candidate's content area. Acquired competencies emphasized in this program will enable graduates to assume leadership roles in their classrooms, departments and schools.

Admission Requirements. Graduate candidates who hold a baccalaureate degree from an accredited college or university in the content field where certification is sought or who have completed a baccalaureate degree which includes content area course work equivalent to the undergraduate certification requirements at Winthrop University for certification in the specified content field may enroll in the MAT degree program. Graduate candidates who do not meet all undergraduate certification requirements will be required to complete additional course work. Admission requirements for graduate degree status include:

1. An Admission Index Score of eight. (The Admission Index Score is derived by a formula-based computation of the graduate candidate's undergraduate grade-point average (GPA) and a score on the General Test of the Graduate Record Examination (GRE) (verbal and quantitative sections);
2. Submit an official GRE score on both the verbal and quantitative sections of the exam; and

3. Satisfactory completion of a writing sample as prescribed by the MAT program director; and
4. Applicants to the MAT degree in Spanish or French must submit the South Carolina passing score on the PRAXIS II Specialty Area Examination.

Master of Arts in Teaching GPA and GRE Score Requirements.

A graduate candidate should earn a preferred score of 146 (400 on the old GRE) on the verbal portion of the GRE and a preferred score of 140 (400 on the old GRE) on the quantitative portion of the GRE and have a preferred combined score on these portions of the GRE of 286 (800 on the old GRE). (Applicants who have already taken other tests such as the GMAT, LSAT, or the Miller Analogies Test (MAT) as part of admission requirements to other programs can submit those scores for consideration in lieu of the GRE. Preferred scores for admission will be 21 verbal and 27 quantitative on the GMAT, 380 on the MAT, and 144 on the LSAT.) When these preferred criteria are met, an applicant will use the tables below to determine the Admission Index Score. A graduate candidate must score at least 8 for admission to the MAT program. The Admission Index Score is a combination of one's derived scores in parts "a" and "b" below. Note: Students applying for the MAT in French or Spanish must submit evidence of having scored at the level of advanced low or higher on the ACTFL Oral Proficiency Interview.

- a. Use the following table to determine the derived score for the GRE:

| <u>GRE Old Score</u> | <u>GRE New Score</u> | <u>Derived Score</u> |
|----------------------|----------------------|----------------------|
| 1500-1590 | 328-336 | 9 |
| 1400-1490 | 321-327 | 8 |
| 1300-1390 | 315-320 | 7 |
| 1200-1290 | 309-314 | 6 |
| 1100-1190 | 302-308 | 5 |
| 1000-1090 | 297-301 | 4 |
| 900-990 | 292-296 | 3 |
| 850-890 | 289-291 | 2 |
| 800-840 | 286-288 | 1 |
| Below 800 | Below 286 | 0 |

- b. Use the following tables to determine the derived score for the undergraduate GPA. If the undergraduate degree was conferred five or fewer years ago, use the derived score in Table 1. If the undergraduate degree was received more than five years ago, Table 2 should be used.

Table 1

| | |
|------------------------|---|
| Five years ago or less | |
| 3.5 or above | 9 |
| 3.00-3.49 | 8 |
| 2.85-2.99 | 7 |
| 2.75-2.84 | 6 |

Table 2

| | |
|-------------------|---|
| More than 5 years | |
| 3.25 or above | 9 |
| 2.75-3.24 | 8 |
| 2.60-2.74 | 7 |
| 2.50-2.59 | 6 |

| | | | |
|----------------|---|----------------|---|
| 2.60-2.74 | 5 | 2.35-2.49 | 5 |
| 2.40-2.59 | 4 | 2.15-2.34 | 4 |
| 2.15-2.39 | 3 | 2.10-2.14 | 3 |
| 2.10-2.14 | 2 | 2.00-2.09 | 2 |
| Less than 2.10 | 0 | Less than 2.00 | 0 |

The "a" derived score plus the "b" derived score equals the Index Score.

Admission to Teacher Education. During the semester the graduate candidate will complete a total of 12 hours of graduate coursework; graduate candidates must be formally admitted to the Teacher Education Program. For admission graduate candidates are required to have completed no fewer than 6 hours of required education courses and at least 3 hours of content coursework. For formal admission to teacher education, the graduate candidate must:

1. Achieve a cumulative 3.0 grade-point average in graduate course work;
2. Complete an application requesting formal admission to teacher education that includes an analysis of learning thus far in the MAT Program;
3. Complete a minimum of 25 hours of supervised Youth Experience with students within the age range of the certification level sought, e.g. grades K-12 or 9-12;
4. Submit a program of study that indicates the planned semester for MAT internship.

Graduate candidates may not complete more than 18 hours of graduate coursework without full admission to Teacher Education. When criteria have been met, the graduate candidate will receive a signed certificate of formal admission. A Teacher Education program fee of \$200 will be billed to the candidate upon acceptance. Additional requirements may be referenced in the Teacher Education Handbook and the Internship Handbook.

Admission to the Internship. Graduate candidates must be formally admitted no later than one full semester prior to student teaching. Applications are due September 15 for the spring internship and January 15 for the fall internship.

All MAT candidates seeking to complete the Internship stage of the Teacher Education Program must meet the following requirements before being allowed to enroll in EDUC 690 School Internship and EDUC 695 Capstone:

- a. Submission of an internship application to Student Academic Services.
- b. Minimum cumulative GPA of 3.0 for coursework completed at Winthrop.
- c. Completion of all required courses as specified by faculty in the major.
- d. Documentation of passage of PRAXIS II examinations in the content area of certification.

- e. Competency review indicating satisfactory completion of the Field Experience Midterm and Final Evaluations and, if appropriate a satisfactory review of Teacher Education Profession Dispositions and Skills forms.
- f. Completed disclosure statement regarding criminal or unethical conduct.
- g. Signed recommendations from:
 - Faculty Adviser
 - Department Chair in the candidate's major and/or Program Area designee

NOTE: Before beginning full-time internship in the state of South Carolina, a teacher education candidate must obtain a clear fingerprint/FBI check.

Traditional MAT

| Required Program | | Semester Hours |
|---------------------------------------|--|-----------------------|
| EDUC 600 | Teaching in a Democracy | 3 |
| EDUC 601 | Psychology Applied to Teaching | 3 |
| EDUC 602 | Technology for the 21 st Century Classroom | 2 |
| EDUC 605 | Educational Assessment | 3 |
| EDUC 660 | Effective Teaching and Management Strategies* | 3 |
| READ 645 | Teaching Literacy in the Content Areas** | 3 |
| EDUC 610 | Effective Teaching Practices for Exceptional and Diverse Learners | 3 |
| EDUC 690 | School Internship | 8 |
| EDUC 695 | Capstone | 1 |
| 500-600 level AREA Content Courses*** | | 12 |
| 500-600 level AREA Teaching Methods | | 3 |
| 500-600 level AREA Field Experiences | | <u>1</u> |
| Total Semester Hours | | 45 |

MAT Content Areas

(Candidates must meet all initial licensure requirements in content areas.)

| | |
|---------------|---------------------------|
| Art (K-12) | Physical education (K-12) |
| Biology | Music (K-12) |
| Chemistry | Mathematics |
| English | Social Studies |
| French (K-12) | Spanish (K-12) |

*Competencies in this course may be covered in content area courses; graduate candidates should confer with their advisor before enrolling for this course.

** Competencies in this course may be covered in Art, Music or Physical Education courses; graduate candidates should confer with their advisor before enrolling for this course.

***Because content studies are a major component of this degree, graduate candidates are expected to complete all pedagogical courses, all required prerequisites and no fewer than 9 semester hours of content study prior to supervised teaching. A course in methodology specific to the content area must be included.

Content area courses must be completed in the area in which the graduate candidate is seeking certification. In some cases, this requirement may result in additional undergraduate course work.

Program Completion. To complete the program, graduate candidates must meet the following criteria: (a) successful completion of a minimum of 45 semester hours of graduate coursework; (b) successful completion of all required coursework; (c) maintenance of a minimum grade point average of 3.00; (d) successful completion of all field experiences and internships and the capstone course; and (e) completion of the Praxis II series examination in the graduate candidate's area of specialty (passing score required).

At the end of the internship semester, a program area committee completes a competency review of each intern's performance and recommends exit from the program. Exit criteria include the following: (a) passing scores on midterm and final internship evaluations and rubrics for internship work sample; (b) satisfactory review of any Professional Dispositions and Skills Forms; and (c) a minimum grade point average of 3.0.

The following signatures will be on the recommendation for exit from the program:

1. Program area designee
2. Department chair in major
3. Chair, Department of Counseling Leadership and Educational Studies
4. EDUC 695 Faculty member
5. University supervisor
6. Mentor-teacher from the final internship (optional). (If there is a discrepancy, the mentor-teacher may be asked to sign the recommendation also.)

A signed recommendation for exit from the program is required in addition to items specified for program completion in the Graduate Catalog.

A passing score at the Acceptable level or above is required for the Internship Work Sample.

MAT5 (Fifth-year MAT)

This full-time MAT program allows students to earn a Master's degree and teaching certification in one year (three semesters). The MAT5 is designed for, and open to, recent graduates with a bachelor's degree in art, biology, chemistry, English, French, math, social studies, or Spanish.

Admission Requirements. Applicants to the MAT5 program must hold a baccalaureate degree from an accredited college or university and must have completed that degree within one year of beginning the MAT5 program. Additional admission requirements include:

1. undergraduate major in art, biology, English, French, history, mathematics, political science, psychology, or Spanish;
2. minimum 2.75 undergraduate GPA;
3. passed the content section of the PRAXIS;
4. satisfactory completion of a writing sample as prescribed by the MAT program director;
5. submit official undergraduate transcript(s) for review to confirm all content requirements have been completed;
6. meet all additional requirements based on the content area (details below).
7. Applicants who do not meet these eligibility guidelines are welcomed and encouraged to apply to our traditional Master of Arts in Teaching program.

Additional Admission Requirements for MAT5 with Specialization in 9-12 Biology

1. General admission requirements: Transcript evaluation of content requirements; One year time limitation – must begin program within one year of graduation; and 2.75 GPA, no Praxis I unless already attempted and not passed.
2. Pass the required PRAXIS II Content examination: Biology and General Science (Test 0030).
3. Hold a degree in Biology that includes courses in the following areas:
 - a. 24 hours in Biology to include exposure to all of the following areas: Basic Principles of Biology, Botany, Zoology, Microbiology, Genetics, Anatomy, Physiology, Ecology/Environmental Biology, and Evolution
 - b. Scientific Processes or statistics course with emphasis on scientific research
 - c. 6 to 8 hours in Chemistry
 - d. 6 to 8 hours in Physics
 - e. 3 to 4 hours in Geology
 - f. 6 to 8 hours in mathematics
 - g. At least 50% of the courses include associated laboratory experiences

Additional Admission Requirements for MAT5 with Specialization in 9-12 Chemistry

1. General admission requirements: Transcript evaluation of content requirements; One year time limitation – must begin program within one year of graduate; and 2.75 GPA, no Praxis I unless already attempted and not passed
2. Pass the required PRAXIS II Content examination: Chemistry, Physics and General Science (0070). A passing score is 540.
3. Hold a degree in Chemistry, Biochemistry or an equivalent program that includes courses in the following areas:
 - a. 30 hours in chemistry to include exposure to all of the following: analytical chemistry, organic chemistry, physics, biochemistry, and inorganic chemistry;
 - b. A lecture and lab experience in four of the five main areas of chemistry listed in (a);
 - c. Three to four hours in biology (must include topics in molecular biology, bioenergetics, and ecology);
 - d. Three to four hours in physics (must include topics in at least six of the following areas: energy, stellar evolution, properties and functions of waves, properties

- and functions of motions, properties and functions of forces, electricity, and magnetism);
- e. Three to four hours in geology/earth science (must include topics in geochemistry, cycles of matter, and energetic of earth systems); and
 - f. Six to eight hours in mathematics (must include coursework in calculus and statistics*).
- *the statistics requirement can be met through a scientific/research experience housed within the program.

Additional Admission Requirements for MAT5 with Specialization in 9-12 English

1. General admission requirements: Transcript evaluation of content requirements; One year time limitation – must begin program within one year of graduation; and 2.75 GPA, no Praxis I unless already attempted and not passed.
2. Pass the required PRAXIS II content examinations: English Language, Literature & Composition: Content Knowledge (Test 0041) and English Language, Literature & Composition: Essays (Test 0042).
3. Hold a degree in English that includes courses in the following areas:
 - a. 6 hours in Composition and Rhetoric
 - b. 3 hours Composition and Rhetoric above 299-level with emphasis in theory and pedagogy
 - c. Development of Modern English and Modern English Grammar (may be covered in one or more courses)
 - d. 3 hours in each of the following areas of literature: British, American, World, and Adolescent
 - e. 3 hours of additional coursework in literature
 - f. Literary Criticism

Additional Admission Requirements for MAT5 with Specialization in 9-12 Mathematics

1. General admission requirements: Transcript evaluation of content requirements; One year time limitation – must begin program within one year of graduation; and 2.75 GPA, no Praxis I unless already attempted and not passed.
2. Pass the required PRAXIS II content examinations: Mathematics: Content Knowledge (Test 0061) and Mathematics: Proofs, Models and Problems, Part 1 (Test 0063).
3. Hold a degree in mathematics that includes courses in the following areas:
 - a. Modern or abstract algebra
 - b. Advanced Algebra Course (matrix or linear)
 - c. 9 to 12 hour Calculus Sequence (not applied calculus)
 - d. Advanced Geometry Course
 - e. Applied Statistics Course
 - f. 6 hours of additional mathematics numbered above the 299-level

Additional Admission Requirements for MAT5 with Specialization in K-12 Modern Languages (French or Spanish)

1. General admission requirements: Transcript evaluation of content requirements; One year time limitation – must begin program within one year of graduation; and 2.75 GPA, no Praxis I unless already attempted and not passed.
2. Pass the appropriate PRAXIS II content examination: French: World Language (Test 5174) OR Spanish: World Language (Test 5195).
3. Hold a degree in the appropriate language[#] that includes 24 credits in the appropriate language all above the six-hour introductory level.
4. Submit evidence of having scored at the level of advanced low or higher on the ACTFL Oral Proficiency Interview.

#Applicants who speak French or Spanish as their first language must present an undergraduate degree from an accredited university in the subject area they wish to teach. If the area of specialization is not in the proposed area of certification, applicants are advised to apply to the traditional MAT program offered at Winthrop.

Additional Admission Requirements for MAT5 with Specialization in 9-12 Social Studies

1. General admission requirements: Transcript evaluation of content requirements; One year time limitation – must begin program within one year of graduation; and 2.75 GPA, no Praxis I unless already attempted and not passed.
2. Pass the required PRAXIS II content examination: Social Studies: Content and Interpretation (0086).
3. Hold a degree in one of the following: History, Political Science/Government, Psychology, Sociology, Anthropology, Geography, or Economics that includes courses in the following:
 - a. At least 18 hours above the 299-level in the social science fields
 - b. Coursework in the following areas: US History, European History, World History (non-US and Non-European), Psychology, Sociology, Economics, Political science/government (to include US government), Geography, and Anthropology[#]

Exposure to coursework in all areas (some above the 299-level) will be necessary to pass the state licensure tests and to meet the content expectations of the National Council for Social Studies teacher preparation standards. Candidates without comprehensive experiences will be referred to the traditional MAT program for addition coursework.

Admission to Teacher Education

For formal admission to teacher education, the graduate candidate must:

1. Pass first competency review at the end of summer C session;
2. Complete 25 hours youth experience by the end of June;
3. Submit a complete application to the Teacher Education Program by July 1;
4. Maintain 3.0 GPA; admission to Teacher Education occurs immediately after Summer session
5. Complete application for Field Experience and Internship in Summer D session

Admission to Internship

For formal admission, the graduate candidate must:

1. Achieve a minimum 3.0 grade-point average in graduate coursework;

2. Complete a successful competency review at end of fall semester.

NOTE: Before beginning full-time internship in the state of South Carolina, a teacher education candidate must obtain a clear fingerprint/FBI check.

MAT5 Required Program

Semester Hours

Summer

| | | | |
|----------|--|---|-----------|
| READ 645 | Teaching Literacy in the Content Areas | 3 | C session |
| EDUC 601 | Psychology Applied to Teaching | 3 | C session |
| EDUC 600 | Teaching in a Democracy | 3 | D session |
| EDUC 660 | Effective Teaching and Management Strategies | 3 | D Session |

Fall

| | | | |
|----------|---|---|--|
| EDUC 605 | Educational Assessment | 3 | |
| EDUC 602 | Technology for the 21st Century Classroom | 2 | |
| EDUC 610 | Effective Teaching Practices for Exceptional and Diverse Learners | 3 | |
| AREA 591 | Content-specific Teaching Methods | 3 | |
| AREA 592 | Field Experience | 1 | |

Spring

| | | | |
|-----------------------------|-------------------|-----------|--|
| EDUC 690 | School Internship | 8 | |
| EDUC 695 | Capstone | <u>1</u> | |
| Total Semester Hours | | 33 | |

Master of Education in Educational Leadership

Graduate Program Advisor: Mark Mitchell, 803/323-4726

Graduate study in educational leadership leads to a Master of Education (M.Ed.) degree in educational leadership. This M.Ed. program prepares graduate candidates to work as elementary and secondary school principals.

Admission Requirements. The application deadline is April 1 for summer and fall admission. Applicants for admission to the Master of Education program in Educational Leadership must hold a bachelor's degree from an accredited college or university and must meet the following requirements to be eligible for consideration:

1. Submit the Application for Graduate Admission including a statement of goals;

2. Submit a copy of your current South Carolina State Department of Education Class III Professional Certificate or the equivalent from another state;
3. Submit evidence of three years of teaching experience;
4. Have an undergraduate grade point average of 2.75 on a 4.0 scale in the last 60 hours of the graduate candidate's undergraduate course work;
OR
Submit an official GRE score of 150 on the Verbal Reasoning section and 141 on the Quantitative Reasoning section (post August 2011 exam) or a combined score of 900 (pre August 2011 exam), or an official score of 392 or above on the Miller Analogies Test (MAT).
5. Present two letters of recommendation to include a recommendation from the applicant's current principal and district level administrator;
6. Complete a pre-entrance assessment based on the 7 standards of the National Board for Educational Administration. (Interview, presentation and writing sample).

Note: The first five admission items must be submitted before receiving the pre-entrance assessment information.

Applicants for admission must submit their application materials to the Graduate School Office by April 1. Pre-entrance interviews will be conducted once the application materials are received. The admissions committee considers all the requirements previously listed when making the admissions decisions. Applicants will receive notification of the Admissions Committee's decision from the Graduate School Office by mid-May. Admission to the Educational Leadership program is competitive. New admission classes will not exceed 25 candidates.

Graduate candidates who are admitted to the program may begin their core classes (EDUC 640 – Educational Research, Design and Analysis, EDUC 670 – Schooling in American Society, EDUC 681 – Advanced Educational Psychology) in the summer.

The M.Ed. in Educational Leadership is offered in a cohort fashion with sequenced specialty studies being offered six to nine hours per semester. A candidate who drops out of the program will have to wait a full year to re-enroll on a space available basis.

Required Program
Professional Core:

Semester Hours

| | | |
|----------|---|---|
| EDUC 640 | Educational Research, Design and Analysis | 3 |
| EDUC 670 | Schooling in American Society | 3 |
| EDUC 681 | Advanced Educational Psychology | 3 |

Specialty Studies:

| | | |
|----------|--|---|
| EDLD 601 | Leadership | 3 |
| EDLD 602 | Techniques of Supervision | 3 |
| EDLD 603 | Curriculum Leadership in Schools | 3 |
| EDLD 604 | Principalship for the 21st Century | 3 |
| EDLD 610 | Fiscal and Business Management in Schools | 3 |
| EDLD 611 | School Law | 3 |
| EDLD 616 | School Personnel Development | 3 |
| EDLD 613 | Preparing Leaders to Serve Students with Special Needs | 3 |

Internship:

| | | |
|----------|----------------|----------|
| EDLD 621 | Internship I | 3 |
| EDLD 622 | Internship II | 3 |
| EDLD 623 | Internship III | <u>3</u> |

Total Semester Hours **42**

To be eligible to graduate, a graduate candidate must satisfactorily complete all courses, field experience requirements, and a cumulative assessment which demonstrates that the candidate has successfully demonstrated proficiency in standards recommended by the specialized professional association for those preparing to become principals. An Educational Leadership committee must certify that the candidate has passed the cumulative assessment.

To be recommended for certification, the candidate must receive the required score (as determined by the South Carolina State Department of Education) on the Educational Administration Specialty Test of the PRAXIS Examination.

Transition Points for Master of Education in Educational Leadership:

I. Entrance to the Program

- Admission screening
- Professional dispositions self-assessment completed in first graduate course

II. Midpoint Assessment (12+ hours, prior to first internship)

- Program of Study filed
- 3.0 or higher cumulative GPA
- Professional Dispositions review conference
- Minimum score on a key assessment as specified by EDLD faculty

III. Exit from the program (42 hours)

- 3.0 or higher cumulative GPA
- Final review of Professional Dispositions

- Review of Internship I, II and III evaluations (candidates must maintain a B average or higher for all internships)
 - Satisfactory score on comprehensive evaluation
-

Master of Education in Counseling and Development

Graduate Program Advisor: Wanda P. Briggs, 803/323-4722

Mission Statement. The mission of the Counseling and Development Program at Winthrop University is to provide an intellectually stimulating and supportive environment for the professional development of clinical mental health and school counselors who are committed to best practice in their roles as clinicians, advocates, and consultants. The program strives to prepare culturally competent, culturally sensitive, and ethical counselors to work effectively in a pluralistic society. The faculty designs and delivers academic and clinical experiences to all students in ways that recognize, respect and value the diversity of students' backgrounds, characteristics, beliefs, and abilities.

General Information. The Master of Education degree (M.Ed.) in Counseling and Development provides dynamic curricula for students interested in meeting the educational requirements for licensure as Licensed Professional Counselors (LPC) or licensure or certification as a School Counselor. Students choose a concentration in clinical mental health counseling (CMHC) or school counseling (SC); both concentrations are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program is offered in a cohort format typically completed in two years; or, in a part-time modified format completed within three years. The structured program includes classroom, laboratory, and field-based education and training. The coursework includes a designated program of study for each concentration consisting of:

- Clinical Mental Health Counseling (60 semester hours)
- School Counseling (60 semester hours)

Master of Education Degree: Clinical Mental Health Counseling Concentration.

A clinical mental health counselor focuses on working with people to address the personal, familial, and social issues that interfere with their ability to cultivate healthy and productive lives. Clinical mental health counselors work in diverse settings such as: mental health, substance abuse, employee assistance programs, college counseling and career planning, and private practice settings. Upon receiving the M.Ed. in Counseling & Development, students will meet course requirements for eligibility to take the examination to become a National Board Certified Counselor (NCC) and to make application for the Licensed Professional Counselor (LPC) license.

Program Name Change. Effective fall 2010, the Community Counseling program changed the program title to the Clinical Mental Health Counseling program. The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). The accreditation runs through October 31, 2016. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for

Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines). This change in title does not affect our CACREP accreditation status.

Master of Education Degree: School Counseling Concentration

The school counseling program prepares graduates to meet the growing needs in P-12 students. Today's professional school counselor provides effective psychological and behavioral interventions to support academic, career, and personal/social environments. The school counseling program prepares graduates to work as counselors in public and private P-12 school settings. Students satisfactorily completing the School Counseling concentration requirements and receiving a passing score on the PRAXIS specialty examination will be eligible for licensure or certification as a school counselor.

Accreditation. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas in Clinical Mental Health Counseling (formerly called Community Counseling) and School Counseling. Since accreditation is a voluntary endeavor, the accreditation of our programs demonstrates our commitment to provide rigorous and high quality training to students.

Admission Requirements. The successful applicant for admission to the Counseling and Development program will complete the Graduate School admission requirements. Specific program requirements include:

- A bachelor's degree from an accredited college or university
- Official transcript(s) of all college credit
- A preferred undergraduate grade-point average of 2.75 on a 4.0 scale in the last 60 hours of undergraduate work
- Official General Test scores
 - Graduate Record Examination score of 146 on the Verbal Reasoning section and 140 on the Quantitative Reasoning section are preferred (post August 2011 exam) or a combined verbal and quantitative score of 800 preferred (pre August 2011 exam), or
 - Miller Analogies Test (scale score of 392 preferred)
- Three letters of recommendation
- Resume, and
- A personal narrative (the requirement for the personal narrative will be sent to you after your application has been received.)

The application deadline is January 15 for the summer cohort. Non-cohort deadlines are May 15 for fall admissions and October 15 for spring admissions. Applications are accepted until all available spaces are filled. You are encouraged to meet the deadlines to ensure consideration for admission.

Admission to the Counseling and Development Program is competitive. Promising applicants are invited for a personal interview with the Counseling and Development Admissions

Committee. The Admissions Committee considers all the requirements previously listed when making the admission recommendations. Successful applicants will be notified of acceptance by the Dean of the Graduate School.

Transition Points

The three transition points within the counseling program are listed below and summarize the relationship with CACREP's curricular experiences and the graduate conceptual framework.

Phase I: Admission to the Counseling Program

- Admission screening
- Admission interview

Phase II: Admission to Internship

- Program of study completed and filed
- Academic performance in good standing
- Professional fitness review conference

Phase III: Exit from the Program

- 3.0 or higher cumulative GPA
- Successful completion of the Internship Portfolio
- Verification of completed special project
- Satisfactory score on the comprehensive exam
- Exit survey

M.Ed. CSDV - Clinical Mental Health Counseling Required Program

Required Core Courses: 27 hours

Semester Hours

| | | |
|----------|---|---|
| CSDV 600 | Professional Identity, and Ethics | 3 |
| CSDV 601 | Counseling Theories | 3 |
| CSDV 602 | Counseling Skills | 3 |
| CSDV 603 | Career and Lifestyle Development | 3 |
| CSDV 605 | Diversity Issues in Counseling | 3 |
| CSDV 606 | Group Counseling | 3 |
| CSDV 614 | Lifespan Developmental Counseling | 3 |
| CSDV 607 | Appraisal of the Individual | 3 |
| EDUC 640 | Educational Research, Design and Analysis | 3 |

Specialized Studies: 21 hours

| | | |
|-----------|---|---|
| CSDV 604 | Foundations and Ethical Issues in Clinical Mental Health Counseling | 3 |
| CSDV 608 | Loss, Grief, and Crisis Counseling | 3 |
| CSDV 620 | Clinical Psychopathology in Counseling | 3 |
| CSDV 621 | Diagnosis and Treatment Planning in Counseling | 3 |
| CSDV 615C | Clinical Mental Program Health Planning, Consultation, and Supervision | 3 |
| CSDV 622 | Counseling Children and Adolescents | 3 |

| | | |
|----------|-----------------------------------|---|
| CSDV 623 | Advanced Counseling Interventions | 3 |
|----------|-----------------------------------|---|

Professional Clinical Experiences: 12 hours

| | | |
|-----------|--------------------------|----------|
| CSDV 610A | Counseling Practicum I | 3 |
| CSCV 610B | Counseling Practicum II | 3 |
| CSDV 611 | Counseling Internship I | 3 |
| CSDV 612 | Counseling Internship II | <u>3</u> |

| | | |
|-----------------------------|--|-----------|
| Total Semester Hours | | 60 |
|-----------------------------|--|-----------|

MEd CSDV - School Counseling Required Program

Required Core Courses: 27 hours

Semester Hours

| | | |
|----------|---|---|
| CSDV 600 | Professional Identity and Ethics | 3 |
| CSDV 601 | Counseling Theories | 3 |
| CSDV 602 | Counseling Skills | 3 |
| CSDV 603 | Career and Lifestyle Development | 3 |
| CSDV 605 | Diversity Issues in Counseling | 3 |
| CSDV 606 | Group Counseling | 3 |
| CSDV 607 | Appraisal of the Individual | 3 |
| CSDV 614 | Lifespan Developmental Counseling | 3 |
| EDUC 640 | Educational Research, Design and Analysis | 3 |

Specialized Studies: 21 hours

| | | |
|-----------|--|---|
| CSDV 608 | Loss, Grief and Crisis Counseling | 3 |
| CSDV 613 | Foundations and Ethical Issues in School Counseling | 3 |
| CSDV 615S | School Program Planning, Consultation, and Supervision | 3 |
| CSDV 620 | Clinical Psychopathology in Counseling | 3 |
| CSDV 621 | Diagnosis and Treatment Planning in Counseling | 3 |
| CSDV 622 | Counseling Children and Adolescents | 3 |
| CSDV 623 | Advanced Counseling Interventions | 3 |

Professional Clinical Experiences:

12 hours

| | | |
|-----------|--------------------------|---|
| CSDV 610A | Counseling Practicum I | 3 |
| CSDV 610B | Counseling Practicum II | 3 |
| CSDV 611 | Counseling Internship I | 3 |
| CSDV 612 | Counseling Internship II | 3 |

Electives:

500-600 level approved electives

0

| | | |
|-----------------------------|--|-----------|
| Total Semester Hours | | 60 |
|-----------------------------|--|-----------|

Master of Education in Middle Level Education

Graduate Program Advisor: Kelly Costner, 803/323-2478

The Master of Education in middle level education is designed to provide the necessary young adolescent pedagogy and subject matter content needed by licensed teachers to be effective educators in middle grades. Courses emphasize the characteristics of middle age children, varying instructional strategies necessary to teach this age group and current content being taught in middle schools. Graduates of the M.Ed. in middle level education will be prepared to be curriculum and instructional leaders in contemporary middle schools.

Admission Requirements. Admission to the M.Ed. in middle level education requires the applicant to:

1. Have an undergraduate grade-point average of minimum 2.75 on a 4.0 scale in the last 60 hours of the graduate candidate's undergraduate course work OR submit an official Graduate Record Exam (GRE) score or an official Miller's Analogy Test (MAT) score. Preferred GRE scores are 150 on the Verbal Reasoning section and 141 on the Quantitative Reasoning section (post August 2011 exam) or a combined score of 900 (re August 2011 exam). A preferred score for the MAT is 392. (Applicants who have already taken other graduate level standardized tests such as the GMAT, or LSAT as part of admission requirements to other programs may submit those scores for consideration in lieu of the GRE or MAT score. Preferred scores for admission will be 21 verbal and 27 quantitative on the GMAT, and 144 on the LSAT.
2. Submit a verified copy of a current South Carolina State Department of Education Class III Certificate or the equivalent from another state.
3. Submit official transcripts (sent directly to Winthrop University from the issuing institution) for evaluation. Additional undergraduate course work may be required to strengthen the applicant's academic credentials; and
4. Present two letters of recommendation to include a recommendation from the applicant's current principal, assistant principal or other supervisor/professional educator.

Required Program

Professional Core Courses:

Semester Hours

| | | |
|----------|---|---|
| EDUC 640 | Educational Research, Design and Analysis | 3 |
| EDUC 670 | Schooling in American Society | 3 |
| EDUC 681 | Advanced Educational Psychology | 3 |

Education Core Courses:

| | | |
|-----------------------------|--|--------------|
| EDCI 600 | Philosophy, Organization and Curriculum of the Middle School | 3 |
| EDCI 610 | Early Adolescence in Contemporary Society | 3 |
| EDCI 620 | Content Literacy in Middle School | 3 |
| EDCI 630 | Pedagogy and Assessment in the Middle School | 3 |
| EDCI 690 | Capstone and Advanced Field Experiences in the Middle School | 3 |
| Disciplinary Focus* | | <u>12-15</u> |
| Total Semester Hours | | 36-39 |

*Degree candidates will select courses, with approval from their advisors, from one or more of the following areas: language arts, mathematics, science and social studies. The number of hours is flexible to reflect Association for Middle Level Education/NCATE-Approved Guidelines which stipulate that programs must meet the curricular needs of graduate candidates with varied professional backgrounds and experiences.

Candidates will be required to meet performance measures as specified below:

Midpoint Assessment

1. Program of Study filed,
2. 3.0 or higher cumulative GPA,
3. Successful completion of key assessment from EDCI 630,
4. Review of professional dispositions.

Exit from the Program

1. 3.0 or higher cumulative GPA,
 2. Successful completion of a culminating portfolio,
 3. Successful completion of key assessment from EDCI 690, and
 4. Final review of professional dispositions.
-

Master of Education in Special Education

Graduate Program Advisor: Brad Witzel, 803/323-2453

The Master of Education degree in special education prepares the educational leader to deliver family-centered services for families and their children with disabilities. There is an expectation that graduate candidates will participate and complete the program as part of a cohort group (a group of students who enroll in the same course sequence during specified times). Classes will be offered based on this model.

To be eligible for admission to the Master of Education degree program in special education, the applicant must:

1. Submit a verified copy of a current South Carolina Department of Education Class III Certificate or the equivalent from another state;
2. Submit a verified copy of the Specialty Area test of the PRAXIS Examination for the current area of certification or the South Carolina Teaching Area Examination; and
3. Pass a writing sample on your philosophy of special education administered by faculty members in the special education program. Call the College of Education at 803/323-2151 to schedule an appointment.
4. Have an undergraduate grade point average of 2.75 on a 4.0 scale in the last 60 hours of the graduate candidate's undergraduate coursework or submit an official Graduate Record Exam (GRE) score or an official Miller's Analogy Test (MAT) score. Preferred GRE scores are 150 on the Verbal Reasoning section and 141 on the Quantitative Reasoning section (post August 2011 exam) or a combined score of 900 (pre August 2011 exam). A preferred score for the MAT is 392.

During the program, candidates will be required to meet performance measures as specified below:

Entry to Capstone or Thesis

1. 3.0 or higher cumulative GPA,
2. Minimum grade of B in all SPED courses,
3. Minimum score of "Relational" or higher on at least two key assessments as specified by SPED faculty; and
4. Review of professional dispositions.

Exit from the Program (36 hours)

1. 3.0 or higher cumulative GPA
2. Review of professional dispositions; and
3. Artifact from SPED 694 or SPED 695 at the score "Relational" or higher.

Required Program

Semester Hours

Professional Core Courses:

| | | |
|----------|---|---|
| EDUC 640 | Educational Research, Design and Analysis | 3 |
| EDUC 670 | Schooling in American Society | 3 |
| EDUC 681 | Advanced Educational Psychology | 3 |

Professional Studies:

| | | |
|----------|---|---|
| SPED 613 | Issues and Trends in Special Education | 3 |
| SPED 618 | Lifelong Integration | 3 |
| SPED 663 | Advanced Study of Methods for Teaching Exceptional Students | 3 |

| | | |
|---|---|-----------|
| SPED 671 | Advanced Educational Assessment in Special Education | 3 |
| SPED 695 | Thesis | 3 |
| OR | | |
| SPED 694 | Advanced Studies in Special Education | 3 |
| 500-600 level electives approved by advisor | | <u>12</u> |
| Total Semester Hours | | 36 |

Graduate candidates seeking an endorsement or certification in special education should consult with an advisor.

To be recommended for certification, each graduate candidate must obtain at least the minimum score required by the South Carolina Department of Education on the appropriate Specialty Area Test of the PRAXIS Examination and complete the required courses as defined by the South Carolina Department of Education.

Curriculum and Pedagogy

Master of Arts in Teaching: Early Childhood Education Graduate Program Advisor: Christine Ferguson, 803/323-2595

The Master of Arts in Teaching (MAT) in Early Childhood Education is designed to prepare individuals who are seeking initial certification in grades PreK-3. **This program admits students only one time a year, August 1.** All students must follow the sequence in a cohort manner. It is a full-time, 4 term program beginning each spring term (January). MAT in Early Childhood Education students graduate the following spring (May). It should be noted that because the MAT in ECED is a cohort model, courses are strictly sequenced and offered only one term a year.

Initial Teacher Preparation Unit Standards Framework

Preamble

Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that produce learners prepared for 21st century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings, candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-

based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system.

Expectations for Candidate Professional Dispositions

I. Fairness

The teacher candidate assumes responsibility for the learning of all students in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.

II. Integrity

The teacher candidate demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the University and the profession.

III. Communication

The teacher candidate interacts in ways that convey respect and sensitivity.

IV. Commitment

The teacher candidate embraces the complexity of work through reflective practice and professional growth.

Unit Standards and Elements

US1. Diverse Needs of Learners

The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes.

US2. Learning Environment

The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.

US3. Technology

The teacher candidate plans and implements meaningful learning opportunities that engage learners in the ethical and appropriate use of technology to meet learning outcomes.

US4. Assessment

The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.

US5. Instruction and Learner Engagement

The teacher candidate uses developmental and pedagogical content knowledge to independently and collaboratively plan and implement learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards.

US6. Literacy

The teacher candidate implements essential components of literacy instruction (reading, writing, listening, speaking, viewing, and visual representation) within the discipline(s) to enhance opportunities for learning.

US7. Professional Learning and Ethical Practice

The teacher candidate participates in ongoing professional learning and critical reflection, upholds ethical and legal standards, and articulates the impact of social, legal, and political contexts on American schooling.

To ensure knowledge of content, the Early Childhood Education teacher candidate is required to achieve the South Carolina passing score on the Praxis II Specialty Area Examination prior to internship semester. In addition, successful graduates must obtain a satisfactory score on the Praxis II Principles of Learning and Teaching before earning teacher certification.

MAT teacher candidates must demonstrate dispositions that reflect the highest standards of the profession as they relate to students, their families, and their communities. The Richard W. Riley College of Education has established appropriate criteria for professional dispositions in the following areas: professional commitment; communication skills; interpersonal skills; classroom personality; emotional make-up; and academic integrity. Further information about the criteria is distributed to teacher candidates in a dispositions booklet.

The MAT curriculum covers a variety of subjects from professional core courses to courses specific to early childhood education. Acquired competencies emphasized in this program will enable graduates to assume leadership roles in their classrooms, departments and schools.

Master of Arts in Teaching Early Childhood Education Admission Requirements.

Graduate candidates must hold a baccalaureate degree from an accredited college or university. Graduate candidates who do not meet all undergraduate pre-requisite requirements will be required to complete additional course work prior to being admitted to the Master of Arts in Teaching in Early Childhood Education Program. Admission requirements for graduate degree status include:

1. Submit all academic transcripts from previous higher education institutions attended. An undergraduate grade point average of 2.75 or above on a 4.0 scale is preferred.
2. Submit an official standardized test score. Applicants may take the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT). Preferred test scores for the GRE are 146 on the Verbal Reasoning section and 140 on the Quantitative Reasoning section (post August 2011 exam) or a 400 verbal and 400 quantitative (pre August 2011 exam). A preferred score for the MAT is 392. While test scores are required, an admission decision is based on a complete evaluation of all available credentials, including transcripts and the writing sample. (Applicants who have already taken other graduate level tests may submit those scores for consideration in lieu of the GRE or MAT scores. Preferred scores for admission will be 21 verbal and 27 quantitative on the GMAT, and 144 on the LSAT.
3. Satisfactory completion of a writing sample as prescribed by the MAT program director.
4. Pre-requisite courses listed below are required for students who are entering the MAT in ECED:

6 hours of English composition, grammar, literature (i.e., writing or English composition, and English literature)

6 hours of math for classroom teachers (to include: basic number concepts, measurement, and geometry concepts for teachers: ex. MATH 291 & MATH 292) or the equivalent.

7 hours in Natural Science, at least two of the following sciences must be represented: biological, physical, or earth science. At least one course must involve a laboratory experience (i.e., biology, physics, physical science, geology, oceanography, astronomy)

6 hours in two areas in the Humanities and Arts (i.e., art, music, English literature, Drama)

6 hours in Social Science (i.e., anthropology, sociology, political science, economics, geography)

3 hours in U.S. History or Government (i.e., history, political science)

Admission to Teacher Education. After the first semester (11 credits), the graduate candidate will be admitted to Teacher Education if he/she meets the following criteria:

1. Achieve a cumulative 3.0 grade-point average in graduate course work;
2. Complete an application requesting formal admission to teacher education that includes an analysis of learning thus far in the MAT Program;
3. Complete a minimum of 25 hours of supervised Youth Experience with graduate candidates within the age range of the early childhood education grades (ages 4-9);
4. Submit a program of study that indicates the planned semester for MAT internship; and
5. Complete an interview with two professors resulting in a favorable admission recommendation to the Dean of Education.

ECED MAT candidates may not complete more than 18 hours of graduate coursework without full admission to Teacher Education. When criteria have been met, the graduate candidate will receive a signed certificate of formal admission. Additional requirements may be referenced in the Teacher Education Handbook and the Internship Handbook.

Student Internship. Graduate candidates must be formally admitted no later than one full semester prior to student teaching. A disclosure form regarding criminal activity or campus misconduct must be submitted with the application. Any submitted Teacher Education Professional Dispositions and Skills forms will be reviewed prior to admission. Graduate candidates must also complete an application for the semester-long internship prior to the internship. Applications are due in October for the spring internship.

| Required Program | Semester Hours |
|-------------------------|-----------------------|
|-------------------------|-----------------------|

| | | |
|----------------|---|---|
| EDUC 600 | Teaching in a Democracy | 3 |
| EDUC 604 | Educational Psychology and Assessment | 3 |
| EDUC 602 | Technology for the 21st Century Classroom | 2 |
| EDUC 690 & 695 | Internship and Capstone | 9 |

Early Childhood Core Courses

| | | |
|-----------------------------|--|-----------|
| READ 510 | Literature for Children | 3 |
| READ 600 | Literacy Instruction and Assessment for Early Childhood Educators | 3 |
| EDUC 610 | Effective Teaching Practices for Exceptional and Diverse Learners | 3 |
| ECED 631 | Home-School-Community Collaboration | 3 |
| ECED 638 | Creative Learning Experiences for Young Children | 3 |
| ECED 636 | Early Childhood Development and Implications for Developmentally Appropriate Practices (DAP) | 3 |
| ECED 640 | Teaching and Assessing Mathematics in Early Childhood Education | 2 |
| ECED 641 | Teaching and Assessing Science in Early Childhood Education | 2 |
| ECED 642 | Teaching and Assessing Social Studies in Early Childhood Education | 2 |
| ECED 643 | Field Experience in Early Childhood Education | 1 |
| PHED 603 | Developmental Movement for Early Childhood | <u>2</u> |
| Total Semester Hours | | 44 |

Program Completion

To complete the program graduate candidates must meet the following criteria: (a) successful completion of a minimum of 44 semester hours of graduate coursework, (b) successful completion of all required coursework, (c) maintenance of a minimum grade point average of 3.00, (d) successful completion of all field experiences and internships, and (e) completion of

the PRAXIS II Series examination in the Early Childhood Education area passing score required.

At the end of the internship semester, a program area committee completes a competency review of each intern's performance and recommends exit from the program. Exit criteria include the following: (a) passing scores on rubrics for final portfolio documents, midterm, and final internship evaluations, and rubrics for unit work samples; (b) satisfactory review of any Professional Dispositions and Skills forms; and (c) a minimum grade point average of 3.0.

The following signatures will be on the recommendation for exit from the program:

1. ECED faculty designee
2. Department Chair of Curriculum and Instruction
3. EDUC 695 faculty member
4. University supervisor
5. Mentor-teacher from the final internship (optional). (If there is a discrepancy, the mentor-teacher may be asked to sign the recommendation also.)

A signed recommendation for exit from the program is required in addition to items specified for program completion in the Graduate Catalog.

A passing score at the multi-structural level is required for portfolio documents and the unit work sample.

Master of Education in Curriculum and Instruction (ECED, ELEM, SCED, ED TECH, and Teaching and Learning Specialization)

Graduate Program Advisor: Linda Pickett, 803/323-4775

The Master of Education in Curriculum and Instruction (M.Ed. C&I) is designed to meet the advanced educational needs of teachers in contemporary schools. The program has five options (graduate candidates choose one), is aligned in part with the National Board of Professional Teaching Standards, and addresses the critical issue of accountability in educational settings.

Candidates in the M.Ed. in curriculum and Instruction will have multiple clinical experiences and application is expected throughout the program. Access to a public school classroom is required.

Admission Requirements. To be eligible for admission to the Master of Education degree program in Curriculum and Instruction with graduate status, the applicant must submit the following criteria:

1. Copy of current South Carolina State Department of Education Class III Professional Certificate or the equivalent from another state. Applicants without the above certificate,

including but not limited to international applicants should submit documentation (e.g. letter from an administrator, transcript, etc.) indicating previous preparation and/or experience as a classroom teacher. (Note: Students will need access to a classroom setting for many classes in this program. The M.Ed. in C&I is not a certification program.)

2. Preferred official score of 150 on the Verbal Reasoning section and 141 on the Quantitative Reasoning section (post August 2011 exam) or a score of 900 or above (pre August 2011 exam) on the General Test of the Graduate Record Examination, or an official score of 392 on the Miller's Analogy Test or 2.75 undergraduate GPA;

3. Statement of professional goals; and

4. Two letters of recommendation, at least one professional educator who has observed the applicant teach. Letters should reflect work with children and address the applicant's leadership potential.

Candidates will be required to meet performance measures as specified below:

Midpoint Assessment (18 hours)

1. Program of Study filed,
2. 3.0 or higher cumulative GPA,
3. EDCI 635 data project satisfactorily completed; and
4. Successful review of professional dispositions.

Exit from the Program (36 hours)

1. 3.0 or higher cumulative GPA,
2. EDCI 637 (or 695) satisfactorily completed,
3. EDUC 650 or 651 Content Technology Project,
4. EDCI 636 Research Synthesis Project
5. Successful review of professional dispositions.

Required Program

Semester Hours

Professional Core Courses:

| | | |
|----------|---|---|
| EDUC 640 | Educational Research, Design and Analysis | 3 |
| EDUC 670 | Schooling in American Society | 3 |
| EDUC 681 | Advanced Educational Psychology | 3 |

Curriculum and Instruction Core Courses:

| | | |
|----------|--|---|
| EDCI 635 | Using Data to Improve Teaching and Learning | 3 |
| EDCI 636 | Contemporary Issues and Trends in Curriculum and Instruction | 3 |
| SPED561 | Characteristics of Children with Learning Disabilities | |
| | OR | |
| SPED 583 | Children with Behavioral and Emotional Problems | 3 |
| EDUC 651 | Connecting Curriculum and Technology | 3 |
| EDCI 637 | Capstone: Advanced Field Placement | 3 |
| | OR | |

EDCI 695 Thesis 3

Choose One Option: 12

Early Childhood Education

ECED 631 Home-School-Community Collaboration
ECED 660 Emergent Literacy and the Integrated Curriculum
ECED 661 Contemporary Issues in Early Care and Education
ECED 636 Early Childhood Development and Implications for Developmentally
Appropriate Practices

OR

Elementary Education

ELEM 631 Science in the Elementary School
ELEM 636 Mathematics in the Elementary School
ELEM 641 Social Studies in the Elementary School
READ 620 Literacy Strategies for Struggling Learner

OR

Secondary Education

READ 645 Content Area Reading
9 hours of 500-600 level approved content courses

OR

Educational Technology

EDUC 641 Tools of the Educational Technologist
EDUC 643 Educational Technology Planning and Evaluation
EDUC 644 Strategies for Effective Application of Assistive Technology to Promote Learning
EDUC 650 Teaching and Learning with the Internet

OR

Teaching and Learning Specialization

12 hours of 500-600 level approved courses
(Must meet NBPTS Core Propositions 2 and 3)

Total Semester Hours 36

Master of Education in Literacy

Graduate Program Advisor: Kevin Ming, 803/323-4756

The Master of Education degree in literacy is designed to prepare the certified classroom teacher for literacy teaching and/or literacy coaching. Graduates of this program will meet South Carolina course requirements for certification as a literacy teacher and/or literacy coach.

NOTE:

1. To receive state certification as a literacy teacher, **two years** of successful teaching experience are required.
2. To receive state certification as a literacy coach, **five years** of successful teaching experience are required.
3. Candidates who complete the program without teaching experience will not receive certification in either area until they can document successful teaching experience as outlined in numbers 1 and 2 above.

In addition, graduates must have satisfactory scores on required PRAXIS examination(s). The M.Ed. in Literacy is offered in a cohort model, starting each summer, with a sequence of specialty studies offered each semester. A candidate who drops out of the cohort may have to wait a full year to reenroll.

Admission Requirements. Applicants for admission to the Master of Education degree in literacy must hold a bachelor's degree from an accredited college or university, and must meet the following requirements to be eligible for admission:

1. Have completed a course in Children's/Adolescent Literature (e.g., READ 510);
2. Satisfactory completion of a writing sample as prescribed by the M.Ed. program director;
3. Submit a copy of your current South Carolina Department of Education Class III Professional Certificate or the equivalent from another state;
4. Submit official transcripts of all undergraduate work reflecting an undergraduate grade-point average of 2.75 on a 4.0 scale in the last 60 hours in the graduate candidate's undergraduate course work. Official transcripts should be sent directly to Winthrop University from the issuing institution(s);
5. Submit an official GRE score of 150 on the Verbal Reasoning section and 141 on the Quantitative Reasoning section (post August 2011 exam) or a combined score of 900 (pre August 2011 exam). In addition, submit official scores for the writing portion of the GRE (minimum score of 3.5). A Miller's Analogy Test score of 392 or higher is also acceptable.
6. Present two letters of recommendation from professional references that relate to your professional goals;
7. Application deadline: March 1st

Program Entrance

- Purchase LiveText at the Winthrop University Bookworm or online;
- Complete professional dispositions online, via LiveText, by the middle of the first fall semester. For details see: www.livetext.com
- Submit proof of International Reading Association (IRA) membership each year throughout the program.

Transition One: Foundations (Minimum of 6 hours)

- 3.0 or better in READ 605. A passing score of B or better is required for the final paper and presentation;

Transition Two: Midpoint (Minimum of 18 hours)

- 3.0 or higher cumulative GPA;
- Program of study filed;
- Successful professional disposition review conference;
- Passing score on the PRAXIS II Teaching Reading.

Transition Point: Endpoint (Minimum of 24 hours)

- 3.0 or higher cumulative GPA;
- Successful professional disposition review conference.

Exit from Program: (Minimum of 36 hours)

- 3.0 or higher cumulative GPA;
- Successful completion of final two practica (which include a successful disposition review conference by the literacy faculty, a positive disposition review by the supervising teacher or school administrator, and a final competency evaluation);
- Successful Capstone Project

Required Program

Semester Hours

Except for courses with asterisks (EDUC 640, EDUC 681, SPED 561), all courses must be taken in sequential order as listed below:

| | | |
|-----------|---|---|
| *EDUC 640 | Educational Research, Design and Analysis | 3 |
| READ 605 | Literacy Foundations | 3 |
| READ 615 | Literacy for Learners with Limited English Proficiency and/or Other Diverse Needs | 3 |
| READ 616 | Principles and Strategies for Assessing and Teaching English Language Learners | 3 |
| READ 620 | Literacy Strategies for Struggling Learners | 3 |
| READ 625 | Written Expression Across the Grades | 3 |
| READ 635 | Basic Diagnostics and Instructional Practices | 3 |
| READ 645 | Literacy in the Content Areas | 3 |

| | | |
|-----------|--|----------|
| READ 636 | Advanced Diagnostics and Instructional Practices | 3 |
| *EDUC 681 | Advanced Educational Psychology | 3 |
| READ 655 | Advanced Practicum in Literacy Instruction | 3 |
| READ 665 | Capstone: Literacy Coaching Practicum | <u>3</u> |

Total Semester Hours **36**

*Courses offered in fall, spring, and summer

Master of Science in Sport and Fitness Administration

Graduate Program Advisor: Steveda Chepko, 803/323-3688

The Master of Science in sport and fitness administration provides advanced degree seeking students with a quality sport and fitness administration education. The program prepares students to assume leadership positions in various sport and fitness venues in both facility and personnel management and program development. Graduates are prepared to direct sport and fitness programs in the private and public sectors. The degree is unique in its focus on the degree programming for Sport and Fitness which differentiates from graduate programs in Sport Management. The program consists of core courses that provide students with a background in administration, research design and analysis, and current issues and trends in sport and fitness. All students are required to complete a practicum experience in sport or fitness administration along with a research project or thesis. Electives may be selected to meet the needs of graduate candidate's interest in sport or fitness administration. A maximum of six (6) semester hours of graduate work may be transferred from another accredited institution.

Admission Requirements. In the addition to the general requirements for admission to graduate study at Winthrop, the applicant must:

1. Have an undergraduate major (or its equivalent) in physical education, exercise science, or sport management or complete prerequisites in the discipline; and
2. Submit a verified copy of a satisfactory score on the Miller Analogy Test (score of 392 or above) or a minimum score of 146 on the Verbal Reasoning section and 140 on the Quantitative Reasoning section (post August 2011 exam) or a combined score of 800 (pre August 2011 exam in the General Test of the Graduate Record Examination with a verbal score of at least 400.

| Required Program With Thesis | | Semester Hours |
|-------------------------------------|---|-----------------------|
| SPFA 640 | Stat. Anal. & Design Phys. Act. | 3 |
| SPFA 681 | Research in Physical Education and Sport | 3 |
| SPFA 682 | Scientific Bases of Sport and Physical Activity | 3 |
| HLTH 600 | Health Promotion | 3 |
| SPFA 615 | Computer Application in Sport and Physical Activity | 3 |

| | | |
|----------|--|---|
| SPFA 610 | Legal Issues in Sport and Fitness Administration | 3 |
| SPFA 694 | Practicum in Sport and Fitness | 3 |
| SPFA 695 | Thesis | 3 |
| SPFA 696 | Thesis | 3 |

Total in Core: 27 credits

| | |
|---|----------|
| Program Electives (select 9 credit hours from approved electives) | <u>9</u> |
|---|----------|

| | |
|-----------------------------|-----------|
| Total Semester Hours | 36 |
|-----------------------------|-----------|

| | |
|---|-----------------------|
| Required Program With Research Project | Semester Hours |
|---|-----------------------|

| | | |
|----------|---|---|
| SPFA 640 | Stat. Anal. & Design Phys. Act | 3 |
| SPFA 681 | Research in Physical Education | 3 |
| SPFA 682 | Scientific Bases of Sport and Physical Activity | 3 |
| HLTH 600 | Health Promotion | 3 |
| SPFA 610 | Legal Issues in Sport and Fitness Administration | 3 |
| SPFA 615 | Computer Application in Sport and Physical Activity | 3 |
| SPFA 691 | Research Project | 3 |
| SPFA 694 | Practicum in Sport and Fitness | 3 |

Total in Core: 24 Credits

| | |
|--|-----------|
| Program Electives (select 12 credit hours of approved electives) | <u>12</u> |
|--|-----------|

| | |
|-----------------------------|-----------|
| Total Semester Hours | 36 |
|-----------------------------|-----------|

The College of Visual and Performing Arts

Dean: David Wohl

Alice Burmeister, Graduate Director, 803/323-2656

The College of Visual and Performing Arts offers graduate programs in the following areas: the Master of Arts in art education, the Master of Arts in arts administration, the Master of Music in conducting, the Master of Music in performance, the Master of Music Education and the Master of Fine Arts in art and design. Prospective students should contact The Graduate School for an Application for Graduate Admission and a copy of the Graduate Catalog. Applicants should also contact the appropriate graduate program advisor for specific program information.

The College of Visual and Performing Arts is one of only sixteen university arts programs in the nation accredited in all the arts domains and the only comprehensive collegiate arts program nationally accredited in all the arts in the State of South Carolina, public or private. The College offers undergraduate and graduate degrees that meet rigorous professional standards. Our programs are accredited nationally by the National Association of Schools of Art and Design (NASAD), National Association of Schools of Music (NASM), the National Association of Schools of Dance (NASD), the National Association of Schools of Theatre (NAST), the National Council on Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS).

Students desiring initial certification in music or art at the graduate level may apply for admission to the Master of Arts in Teaching (MAT) degree program administered by the Richard W. Riley College of Education. Please refer to the College of Education section of this catalog for complete information.

Fine Arts

Graduate Faculty

Professors

James D. Connell
Laura J. Dufresne
Mark Hamilton
Philip Moody

Associate Professors

Alice Burmeister, Graduate Director
Shaun Cassidy
Gerry Derksen
Laura Gardner, MAAE Advisor
Mike Lavine

Paul C. Martyka
Marge Moody
Seymour Simmons, III
Tom Stanley, Chair and MFA Advisor
Courtney Starrett
Karen Stock
Alf Ward, Professor Emeritus

Master of Fine Arts in Art and Design

Graduate Program Advisor: Tom Stanley, 803/323-2653

The M.F.A. program at Winthrop is about developing and nurturing the artist's voice. In an ever-changing global experience, Winthrop's Department of Fine Arts acknowledges the importance of the engaged artist who can navigate ideas of our time. The M.F.A. program prepares you for more than one discipline; it develops the artist's ability to address a broad range of visual and conceptual ideas.

Admission Requirements. All applicants to the Master of Fine Arts program must submit a digital portfolio representing the applicant's studio artwork in the intended area(s) of concentration. **Materials and applications are due by March 1 for the fall semester or September 1 for the spring semester.** Final admissions decisions cannot be made until all information has been received.

The Department of Fine Arts offers the M.F.A. degree in four areas of concentration. Candidates may elect a concentration in one of the following:

| | |
|-----------------|-----------|
| Crafts | Painting |
| General Studio* | Sculpture |

**15 semester hours in each of two major areas of concentration.*

For admission to the graduate program, the applicant must meet the general requirements for admission to graduate study at Winthrop University as well as:

1. Have an overall undergraduate grade point average of 3.0 or better on a 4.0 scale;
2. Submit a written statement of purpose reflective of your creative goals in the intended major and minor areas of study. The statement should indicate how the applicant envisions his or her work developing and why it is important to pursue a graduate degree;
3. Submit a resume;
4. Have three original letters of recommendation submitted directly from art and design professionals;

5. Submit on CD/DVD containing up to 20 digital images, saved in jpeg format and named using the following convention: "lastname_01.jpg." Images should be optimized for screen media (72 dpi) and be no larger than 2 MB each. Please also provide a corresponding printed image checklist consisting of titles, date, medium, description and small thumbnail for each work included in the portfolio. Of the 20 images, five images should demonstrate foundational competency in drawing; five should demonstrate foundational competency in area of specialization; and the remaining images should demonstrate what you consider to be your best work.
6. Arrange and participate in an admission interview with the MFA advisor and appropriate Fine Arts faculty.

A limited number of graduate assistantships and other awards are available for qualified applicants.

Students are required to complete at least 60 semester hours of approved graduate-level work. At least half the work presented for the degree must be 600-level courses.

| Required Program | Semester Hours |
|---|-----------------------|
| 500-600 level courses in major area (Including Special Topics in Art, MFA Studio Seminars ARTS 584, ARTS 585 and ARTS 690 in area of specialization) | 30 |
| 500-600 level courses in minor* | 9-12 |

Art History:

| | |
|---|----------|
| ARTH 683 Seminar in Aesthetics, Theory and Criticism of Art | 3 |
| 500-600 level art history courses | 6 |
| 500-600 level electives outside Art and Design | 3-6 |
| ARTS 695 Thesis** | 3 |
| ARTS 696 Thesis** | <u>3</u> |
| Graduate Exhibition*** | |

| | |
|-----------------------------|-----------|
| Total Semester Hours | 60 |
|-----------------------------|-----------|

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

Students are required to complete at least 60 semester hours of approved graduate level work. At least half the work presented for the degree must be 600-level courses.

*Courses must be in related area of art and design approved by advisor.

**A thesis project is required for the MFA degree in art and design, creative in content and including a written thesis statement that can be retained by the University. Upon completion

of the thesis, students must pass an oral examination (to be completed at least two weeks prior to final examinations).

***Documented exhibition is required of every candidate for the MFA degree in art and design.

Master of Arts in Art Education

Graduate Program Advisor: Laura Gardner, 803/323-2654

The Master of Arts degree program in art education is designed for certified art teachers who wish to continue their professional/educational development. The program provides opportunities for current art teachers to improve skills in studio art, research in art education and K-12 art education methodology.

The 36 semester-hour low residency, lock-step cohort program addresses both elementary and secondary levels with an emphasis placed on the value of creative problem solving, leadership, and innovation within the field. The two-year program meets one weekend each month during fall and spring semesters for a total of 16 sessions as well as two two-week summer workshops. Participants will be admitted every two years beginning with the summer workshop session.

Admission Requirements. For full admission to the M.A. degree program in art education, all applicants must submit the application and all supporting materials to the Graduate School Office by the published University deadlines.

Applications to the program are due every two years on February 15 beginning in 2010. In addition, to be eligible for admission to the degree program, the applicant must:

1. Submit an official baccalaureate degree transcript (sent directly to Winthrop from the issuing institution) from an accredited institution. A major in art education, or its equivalent, is required;
2. Submit an official satisfactory score on either the General Test of the Graduate Record Examination*, the Miller Analogies Test, or PRAXIS examination. If the applicant's overall undergraduate grade-point average is less than 3.0 on a 4.0 scale, the applicant must score 800 or better on the General Test of the Graduate Record Examination (verbal and quantitative sections), or score 40 or better on the Miller Analogies Test, or an acceptable score on the PRAXIS examination;
3. Submit a current South Carolina Class III Teaching Certificate or equivalent from another state;
4. Submit a resume;

5. Submit a statement of the applicant's philosophy of teaching and his or her goals for graduate study; and
6. Interview with the program director.

| Required Program | | Semester Hours |
|-----------------------------|---|-----------------------|
| Year 1 | Summer Workshop I: | |
| ARTE 648 | Curriculum Development in Art Education | 3 |
| ARTE 686 | Studio Workshop I: Drawing for the Art Teacher | 3 |
| Year I | Fall Semester: | |
| ARTH 680 | Graduate Art History I | 3 |
| ARTE 692 | Studio Workshop II: Painting for the Art Teacher | 3 |
| Year I | Spring Semester: | |
| ARTH 681 | Graduate Art History II | 3 |
| EDUC 670 | Schooling in American Society | 3 |
| Year II | Summer Workshop: | |
| ARTE 682 | Research Methods in Visual Arts | 3 |
| ARTE 688 | Studio Workshop III: 3-D Media for Art Teachers | 3 |
| Year II | Fall Semester: | |
| ARTH 683 | Seminar in Aesthetics, Theory and Criticism | 3 |
| ARTE 685 | Art Education Thesis | 3 |
| Year II | Spring Semester: | |
| EDUC 681 | Advanced Educational Psychology | 3 |
| ARTE 698 | Studio Workshop IV: Photo-Digital Media for Art Teachers | <u>3</u> |
| Total Semester Hours | | 36 |

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required to complete thesis work. Check with advisor

Master of Arts in Arts Administration

Graduate Program Advisor: Andrew Vorder Bruegge, 803-323-2287 or 2323

This graduate degree program is for individuals with experience in arts organizations who seek to enhance their effectiveness and increase their career opportunities as arts administration professionals. The emphasis of the degree is on leadership in not-for-profit arts organizations with special focus on the visual arts, dance, music, theatre, museum, cultural institution, and performing arts administration.

The 36-hour degree program consists of 18 weekend sessions (18 credit hours), thesis and practicum work (12 credit hours), and two one-week summer institutes (6 credit hours) spread out over two years of full-time, low residency enrollment. Classes meet one weekend each month fall and spring semesters and one week in June. Participants will be admitted in cohorts beginning in the fall semester of each year.

Winthrop University is a member of the Association of Arts Administration Educators (AAAE), the international professional organization that promotes standards of education in arts administration.

Mission Statement. The Master of Arts in Arts Administration program combines theoretical study, academic research, and applied practice to prepare reflective leaders to work with professional skill, creative initiative, and humane integrity in non-profit arts environments.

Admission Requirements. In addition to meeting Winthrop University general admission requirements for all graduate students, the applicant for admission to this program must show high promise of success in graduate study in arts administration as demonstrated by an essay, interview and documentation of work experience in the field. Specifically the applicant should:

1. Hold a baccalaureate degree in an arts or business management discipline;
2. Have an overall undergraduate grade-point average of 3.0 on a 4.0 scale;
3. Submit a 3-5 page essay describing why the applicant wishes to enter the program;
4. Submit a current vitae; and
5. Submit two letters of recommendation.

Materials and applications are due by February 15 for the Fall semester; all materials should be sent to the Graduate School, 209 Tillman Hall, Winthrop University, Rock Hill, SC 29733. Final admission decisions cannot be made until all information has been received. Applicants not submitting all materials prior to the deadline will be considered for the following academic year. After credentials are reviewed, the program director will contact the applicant to schedule an interview. Interviews will be conducted between March 15 and April 30.

An applicant whose native language is not English must demonstrate proficiency. (See "Graduate Admission for International Students") Students desiring to participate in this degree program who do not have a bachelor's degree in an arts or business management discipline may demonstrate life and work experience as prerequisite for admission. This substitution is applicable to less than 10% of any entering class.

| Required Program | | Semester Hours |
|------------------------------|--|-----------------------|
| Year 1 | | |
| ARTA 600 | Principles and Practices of Arts Administration | 3 |
| ARTA 610 | Leadership, Management, and Organizational Structure | 3 |
| ARTA 650 | Arts Administration and the Law | 3 |
| ARTA 685 | Field Based Practicum I | 3 |
| ARTA 686 | Field Based Practicum II | 3 |
| Year 1- Summer Institute I | | |
| ARTA 670 | Policy and Advocacy | 3 |
| Year 2 | | |
| ARTA 620 | Marketing the Arts | 3 |
| ARTA 630 | Financial Analysis, Budgeting, and Fiscal Management 3 | 3 |
| ARTA 640 | Sustainability: Funding, Development and Grants | 3 |
| ARTA 695 | Thesis Research I | 3 |
| ARTA 696 | Thesis Research II | 3 |
| Year 2 - Summer Institute II | | |
| ARTA 660 | Community Engagement | <u>3</u> |
| Total Semester Hours | | 36 |

Students must meet the same qualitative requirements (GPA) for retention and graduation as for the graduate educational leadership and relevant graduate arts degrees.

Music

Graduate Faculty

Professors

W. Martin Hughes
Matthew Manwarren
Ian D. Pearson
Phil A. Thompson
A. Michael Williams

Associate Professors

Tomoko Deguchi
Lewis H. Dickert, Jr.
Katherine S. Kinsey
Mark Lewis
Ronald K. Parks
Donald M. Rogers, Chair and Graduate Program Advisor

Admission Requirements for all graduate Music degrees. In addition to meeting Winthrop University general admission requirements for all graduate students, the applicant for admission to a graduate program in music should:

1. Have an overall undergraduate grade point average of 3.0 on a 4.0 scale.
2. Submit an acceptable score on the verbal and quantitative sections of the General Test of the Graduate Record Examination*, the Miller's Analogy Test (MAT), or the PRAXIS II Examination in music education;
3. Take entrance diagnostic examinations in music theory and music history/literature. Applicants must demonstrate at least baccalaureate-level competence in music theory and music history/literature.

Results of these examinations will be used to plan an appropriate program of studies for the student. In order to address any deficiencies, a student may be required to enroll in courses which will not count toward their graduate degree;

4. Perform an applied entrance audition on the major instrument. Students who do not pass the applied entrance audition will study at the undergraduate level. Graduate-level study must be attained by the end of the first semester.
5. Successfully complete a writing sample as prescribed by the graduate director. Contact the graduate director for additional information.

The applied entrance audition and all entrance examinations should be taken prior to the semester of initial enrollment in the graduate program. Auditions and examinations are scheduled in January, May and August of each academic year. Students will not be fully admitted until the audition and examinations have been completed.

Prospective students should contact Dr. Donald Rogers, 803/323-2255, or by email at rogersd@winthrop.edu to confirm their intent to perform the audition and take the diagnostic entrance examinations.

Additional entrance requirements for specific degree programs may be found under each degree section.

Comprehensive Examinations. Graduate students must pass written and oral comprehensive examinations covering all aspects of their graduate program. These examinations are to be scheduled at least three weeks prior to graduation. Students may not attempt the comprehensive examinations more than three times.

Graduate Assistantships. Graduate assistantships are available to full-time graduate students with full admission status in the following areas: accompanying, choral, instrumental, music theory, percussion, Music Library, music technology, and music education. Assistantships may not be available in all areas every semester. For more information, contact the Graduate Advisor in Music.

Master of Music in Conducting Choral or Wind Instrumental Track Graduate Program Advisor: Donald M. Rogers, 803/323-2255

Admission Requirements. In addition to the general admission requirements for all graduate degrees in music, the Master of Music degree in conducting requires that all applicants hold a baccalaureate degree with a major in performance or music education from an accredited institution.

The candidate must also perform an entrance audition in conducting to be arranged through the appropriate conducting faculty. The audition should consist of standard repertory and include representative works from various historical periods and styles. Students not accepted for graduate level study should register for undergraduate credit for one semester before re-auditioning for the graduate program.

Applicants for both choral and wind instrumental emphases should also possess:

1. A keyboard proficiency equivalent to that required of an undergraduate degree in performance or music education;

2. A proficiency in a major instrument equivalent to that required of graduates in the appropriate undergraduate degree program for choral - piano, organ, or voice; instrumental - wind instrument or percussion; and
3. Applicants for the choral emphasis should also possess a diction proficiency in liturgical Latin and either French, German or Italian.

| Required Program | | Semester Hours |
|--|-------------------------------|----------------|
| MUSA 511 | Score Reading | 2 |
| 500 or 600-level electives in MUSA/MUST (no more than 3 hours of applied music may be included) | | 6 |
| MUST 565 | 20th Century Music Literature | 3 |
| Graduate Music Theory Seminar Course | | 3 |
| MUST 614 | Research in Music | 3 |

In addition to the required program, each student must complete one of the following tracks:

Choral Track:

| | | |
|----------------------|---------------------------|---|
| 600-level | Choral Conducting | 9 |
| Choose 2 hours from: | | 2 |
| MUSA 651 | Winthrop Glee Club | |
| MUSA 652 | Winthrop Chorale | |
| MUSA 654 | Chamber Singers | |
| MUST 506 | Choral Literature | 3 |
| MUST 508 | Standard Choral Repertory | 3 |

Wind Instrumental Track:

| | | |
|-----------------------------|-------------------------|-----------|
| 600-level | Instrumental Conducting | 9 |
| Choose 2 hours from: | | 2 |
| MUSA 656 | Wind Symphony | |
| MUSA 657 | Symphonic Band | |
| MUSA 658 | Wind Ensemble | |
| MUST 518 | Wind Literature | 3 |
| MUST 564 | Romantic Period Music | <u>3</u> |
| Total Semester Hours | | 34 |

At least one-half of the work presented for a graduate music degree must be in course work at the 600 level. Registration for GSTC 600 (Continuing Graduate Studies) may be required. Check with advisor.

Comprehensive Examinations. At least two weeks prior to final examinations, music graduate students must pass written and oral examinations covering all aspects of their graduate program. Students may not attempt the comprehensive examinations more than three times.

Performance Requirements for Graduation. At the culmination of applied study and near the end of the degree program, at least two weeks prior to final examinations, the student will present a full conducting recital as part of the degree requirements. Students meeting degree performance requirements must be enrolled for applied music study in the semester or term in which the recital is given.

Master of Music in Performance

Graduate Program Advisor: Donald M. Rogers, 803/323-2255

Admission Requirements. In addition to the general admission requirements for all graduate degrees in music, the Master of Music degree in performance requires that all applicants hold a baccalaureate degree with a major in performance, or its equivalent, from an accredited institution.

| Required Program | Semester Hours |
|---|-----------------------|
| Graduate Music Theory Seminar Course | 3 |
| MUST 614 Research in Music | 3 |
| 600-level applied music courses in the major instrument | 9 |
| 500-level music history or literature elective | 3 |
| 600-level free elective from any discipline offered by the University | 3 |
| Performance Track | |
| 600-level ensemble (two semesters) | 2 |
| 500 or 600-level music electives | <u>9</u> |
| Total Semester Hours for Performance Track | 32 |
| Piano Pedagogy Track | |
| MUST 620 Current Trends in Piano Pedagogy | 3 |
| MUST 625 Teaching the Beginning & Elementary Piano Student | 3 |
| MUST 626 Teaching the Intermediate and Advanced Piano Student | 3 |
| MUST 627 Supervised Piano Teaching Practicum | 1 |
| 600-level Music Electives | <u>3</u> |
| Total Semester Hours for Piano Pedagogy Track | 34 |

At least one-half of the work presented for a graduate music degree must be in course work at the 600 level. Registration for GSTC 600 (Continuing Graduate Studies) may be required. Check with your advisor.

Performance Track Additional Requirements:

1. Full recital;
2. Piano students must take MUST 501 (Piano Literature) and MUST 520 (Piano Pedagogy); Voice students must take MUST 505 (Opera Literature) or MUST 509 (Art

Song Literature), MUST 519 (Vocal Pedagogy) and MUST 535-536 (Diction); Percussion students must take MUST 517 (Percussion Literature); and

3. At least half the work presented for the degree must be in 600 level courses.

Comprehensive Examinations. At least two weeks prior to final examinations, music graduate students must pass written and oral examinations covering all aspects of their graduate program. Students may not attempt the comprehensive examinations more than three times.

Performance Requirements for Graduation. At the culmination of applied study and near the end of the degree program (at least two weeks prior to final examinations), the student will present a full recital as part of the degree requirements. Students meeting degree performance requirements must be enrolled for applied music study in the semester or term in which the recital is given.

Piano Pedagogy Track Additional Requirements:

1. Lecture recital/demonstration on a pedagogical topic;
2. Students must have had MUST 501 (Piano Literature) and MUST 520 (Piano Pedagogy, or their equivalents, at the undergraduate level, or must take them prior to taking 620, 625, 626, and 627; and
3. At least half the work presented for the degree must be in 600 level courses.

Comprehensive Examinations. At least two weeks prior to final examinations, music graduate students must pass written and oral examinations covering all aspects of their graduate program. Students may not attempt the comprehensive examinations more than three times.

Performance Requirements for Graduation. At the culmination of applied study and near the end of the degree program (at least two weeks prior to final examinations), the student will present a full recital as part of the degree requirements. Students meeting degree performance requirements must be enrolled for applied music study in the semester or term in which the recital is given.

Master of Music Education

Graduate Program Advisor: Donald M. Rogers, 803/323-2255

Admission Requirements. In addition to the general admission requirements for all graduate degrees in music, the Master of Music Education degree requires that all applicants hold a baccalaureate degree with a major in music education, or its equivalent, from an accredited institution. Students whose undergraduate degree does not carry certification in

music should enroll in the Master of Arts in Teaching degree program through the Richard W. Riley College of Education.

| Required Program | Semester Hours |
|---|-----------------------|
| Graduate Music Theory Seminar Course | 3 |
| MUST 612 Foundations of Music Education | 3 |
| MUST 614 Research in Music | 3 |
| 500 or 600-level music teaching methodology | 6 |
| EDUC 681 Advanced Educational Psychology | 3 |
| MUST 531 Computer Music Technology I | 3 |
| MUST 616 The Music Curriculum K-12 | 3 |
| 500-level elective in period music history or music literature | 6 |
| 500 or 600-level elective from any discipline offered by the University | <u>3</u> |
| Total Semester Hours | 33 |

At least one-half of the work presented for a graduate music degree must be in course work at the 600 level. Registration for GSTC 600 (Continuing Graduate Studies) may be required. Check with advisor.

Comprehensive Examinations. At least two weeks prior to final examinations, music graduate students must pass written and oral examinations covering all aspects of their graduate program. Students may not attempt the comprehensive examinations more than three times.

Additional Requirements. There is no recital requirement for the Master of Music Education degree. However, a student may complete up to 6 hours in applied music with the approval of the appropriate applied committee for any study beyond 3 hours. A student earning 6 credit hours must present at least a half recital before graduation.

Accounting (ACCT)

502. Corporate Tax (3).

Concepts and methods of determining tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations and contemporary problems in corporate taxation. Prerequisite(s): Grade of C or better in ACCT 306 and ACCT 401.

505. Intermediate Accounting III (3).

Special accounting topics not covered in other accounting courses. Examples of topics covered are business combinations, investments, leases, pensions, EPS, revenue recognition and the cash flow statement. Prerequisite(s): Grade of C or better in ACCT 306.

506. Governmental and Not for Profit Accounting (3).

Fund accounting and the financial presentation and disclosure requirements of governmental and other not for profit agencies. Prerequisite(s): Grade of C or better in ACCT 306.

509. Auditing Principles and Procedures (3).

Internal control, test of transactions, direct tests of financial statement balances and statistical sampling, with emphasis on the auditor's decision-making process. Prerequisite(s): Grade of C or better in ACCT 306 and ACCT 303.

606. Advanced Financial Accounting (3).

Exploration of the theoretical basis of financial accounting and the study of selected current issues concerning generally accepted accounting principles. Prerequisite(s): ACCT 306.

607. Tax Research (3).

Tax concepts, issues and procedures examined using tax services to research tax topics. Explore administrative methods of

dealing with the examination, collection and criminal tax division of the IRS.

Prerequisite(s): ACCT 401.

609. Advanced Auditing (3).

The course will cover the audit process (with practice sets), auditing in an EDP environment and statistical sampling plans used by auditors. Prerequisite(s): Grade of C or better in ACCT 509.

610. Advanced Managerial Accounting (3).

Stresses an understanding of how accounting aids management by providing information for decision making and control of operations. Prerequisite(s): ACCT 309 or ACCT 654, QMTH 205 and QMTH 206, or QMTH 651.

616. CPA Exam Review/Financial (0).

Preparation for the financial accounting and reporting section of the Certified Public Accountant exam. Notes: Must be completed prior to receiving MBA/Accounting Emphasis degree. Does not contribute hours toward degree completion. To be taken S/U only.

617. CPA Exam Review/ Regulation (0).

Preparation for the regulation section of the Certified Public Accountant exam. Notes: Must be completed prior to receiving MBA/Accounting Emphasis degree. Does not contribute hours toward degree completion. To be taken S/U only.

618. CPA Exam Review/Business (0).

Preparation for the business environment and concepts section of the Certified Public Accountant exam.

Notes: Must be completed prior to receiving MBA/Accounting Emphasis degree. Does not contribute hours toward degree completion. To be taken S/U only.

619. CPA Exam Review/Audit (0).

Preparation for the auditing and attestation section of the Certified Public Accountant exam. Notes: Must be completed prior to receiving MBA/Accounting Emphasis degree. Does not contribute hours toward degree completion. To be taken S/U only.

670. Principles of Accounting (1).

This course serves as a prerequisite for the MBA program for those who have not previously taken accounting and/or need a review of prior accounting courses taken. This one-hour course is an overview of the financial accounting and reporting system, including basic transaction analysis. Note: Offered periodically.

680. Accounting for Managers (3).

Develop financial literacy in the areas of financial accounting and financial statement, as well as managerial accounting tools essential to manage the business, and how each of these processes interact with or are impacted by the internal and external environment of an enterprise. Prerequisite(s): ACCT 670, or undergraduate waivers for ACCT 280 and ACCT 281, or successful completion of an approved test. Note: Offered spring, summer, and fall.

African American Studies (AAMS)**509. African American History (3).**

A survey of the experiences and contributions of blacks from the African origin to the present. Notes: Cross-listed with HIST 509.

515. Urban Politics and Policy (3:3:0)

The study of politics, government operations and public policy in metropolitan areas. Prerequisite: PLSC 201 with grade of C or better, or graduate status, or permission of the instructor. Notes:

Offered periodically. Cross-listed with PLSC 515.

518. Politics of the American South (3).

Focuses on the unique politics of the South. It places Southern politics in its theoretical and historical context and examines the central role of race in southern politics as well as regional importance to national issues. Prerequisite(s): PLSC 201 with a grade of C or better, or graduate status or permission of instructor. Notes: Cross-listed with PLSC 518.

551. African American Political Thought (3).

This course explores the historical struggle of African-Americans to assess their identity in relationship to their legal and social oppression. In reflecting on the work of Audre Lourde, W.E.B. Dubois, Frederick Douglass, Sojourner Truth, Toni Morrison, Martin Luther King, Malcolm X, Cornell West, Mark Twain and others, we will angle in on the question of black identity from a variety of perspectives. Particular attention will be paid to the relationship between these articulations of "blackness" and the historical and political settings in which they arise. Informed class discussion will be emphasized. Students are expected to write a term paper and to present it to the class. Prerequisite(s): HMXP 102 or AAMS 300 or permission of instructor or graduate status. Notes: Cross-listed with PLSC 551.

561. The History of the Caribbean (3).

The study of socioeconomic and political trends of the major islands off the Caribbean Sea from the colonial period to the present. Notes: Cross-listed with HIST 561.

Anthropology (ANTH)

Anthropology 503A: Service-Learning in Anthropology (1).

A themed service-learning course that will address a current social issue in society from anthropological perspective. The course will include both significant classroom and placement components. Notes: Sociology majors, sociology minors and anthropology minors may not have more than 7 hours count towards the major or minor from SOCL 463-464, SOCL503A-B, SOCL 507A-B, SOCL 340, ANTH 463-464, ANTH 503A-B, and ANTH 340. Offered variable times. Prerequisites: ANTH201. Permission of Instructor and Chair of Sociology and Anthropology is required.

Anthropology 503B: Service-Learning in Anthropology (3)

A themed service-learning course that will address a current social issue in society from anthropological perspective. The course will include both significant classroom and placement components. Notes: Sociology majors, sociology minors and anthropology minors may not have more than 7 hours count towards the major or minor from SOCL 463-464, SOCL503A-B, SOCL507A-B, SOCL 340, ANTH 463-464, ANTH 503A-B, and ANTH 340. Offered variable times. Prerequisites: ANTH201. Permission of Instructor and Chair of Sociology and Anthropology is required. 3 Credit Hours

540. Ecological Anthropology (3).

A study of humans' relationship to the environment in the past, present and future. This course explores the biological and cultural adaptations that have allowed humans to occupy a wide range of diverse habitats. Prerequisite(s): ANTH 201 or 202; or BIOL 203/204; or permission of instructor. Notes: Offered in even years, in fall.

550. Special Topics in Anthropology (3).

An in-depth consideration of a specific topic of concern in anthropology. The course may be offered under various topics. It may be repeated for credit under different topics. Prerequisite(s): ANTH201 or permission of the instructor. Notes: Offered on demand.

Arts Administration (ARTA)

600. Principles and Practices of Arts Administration (3)

This course explores the history, theories, processes, and practices behind strategic planning and decision-making in small, medium, and large arts and cultural organizations today. Practical applications will focus on developing concrete strategies and plans for managing arts and cultural organizations, including business plans and organizational development, managing boards, fund-raising, human resources, facilities, program development, community collaborations, and effective evaluation. Notes: Offered in the fall.

610. Leadership, Management, and Organizational Structure (3)

This course provides a theoretical and practical foundation in the legal, human, and administrative aspects of nonprofit boards. Students explore the board/CEO relationship, organizational behavior, different governance structures, strategic planning, and the best practices of institutional leadership and good governance. Note: Offered in the fall and spring.

620. Marketing the Arts (3)

This course examines the techniques for promoting and marketing arts organizations and arts events, including strategic marketing, public relations, advertising, social media, and the current technologies

involved. It also considers the concepts of branding and the tools and methods used to examine marketing environments (surveys, focus groups, etc.), understand consumer and organizational buying power, segment markets and position products, develop new/manage existing programs and products, and promote and price programs and products. Note: Offered in the spring.

622B. Special Topics in Arts Administration (1).

A special topics series of courses designed to extend individual opportunities for study in arts administration. Notes: Restricted to students admitted into the MA in Arts Administration program.

622C. Special Topics in Arts Administration (1).

A special topics series of courses designed to extend individual opportunities for study in arts administration. Notes: Restricted to students admitted into the MA in Arts Administration program.

622D. Special Topics in Arts Administration (1).

A special topics series of courses designed to extend individual opportunities for study in arts administration. Notes: Restricted to students admitted into the MA in Arts Administration program.

630. Financial Analysis, Budgeting, and Fiscal Management (3)

An exploration of major areas of financial management in the arts including budgeting, financial planning, grants management, contributed and earned income, and general administration. Note: Offered in the spring.

640. Sustainability: Funding, Development and Grants (3)

This course examines the factors that contribute to the financial health of non-profit arts institutions and individual artists, including ways of obtaining and maintaining funding. Note: Offered in the spring.

650. Arts Administration and the Law (3)

This course covers basic legal principles and issues pertaining to the Arts, Entertainment, and Media Industries in both for-profit and not-for-profit sectors. Note: Offered in the fall.

660. Community Engagement (3)

This course focuses on issues that involve the engagement of cultural institutions with their immediate community. It includes an examination of local arts centers, arts councils, arts service organizations, agency/government relations, urban issues, multiculturalism, and festivals. Note: Offered in the summer.

670. Policy & Advocacy (3)

This course examines government and cultural systems and their influences on and in support of the arts. It includes coverage of federal, state, and local support of the arts in the United States and the impact of government policy, technology, and globalization on artists and arts organizations. Note: Offered in the summer.

685. Field Based Practicum I (3).

Fieldwork in an appropriate setting with supervision and advisement. This practicum experience provides an opportunity to explore contemporary issues in arts administration as they unfold in the work place. Prerequisite(s): Permission of advisor. Notes: Restricted to students admitted into the MA in Arts Administration program. A grade of S or U is recorded. Note: Offered in the fall.

686. Field Based Practicum II (3).

Fieldwork in an appropriate setting with supervision and advisement. This practicum experience provides an opportunity to explore contemporary issues in arts administration as they unfold in the work place. Prerequisite(s): ARTA 685 and permission of advisor. Notes: Restricted to students admitted into the MA in Arts Administration program. A grade of S or U is recorded. Note: Offered in the spring.

695. Thesis Research I (3).

Development of an individual investigation or applied research project with a range of alternative culminating experience presentation formats, including traditional thesis. Web-based course. Prerequisite(s): ARTA 686. Notes: Restricted to students admitted into the MA in Arts Administration program. A grade of S or U is recorded. Note: Offered in the fall.

696. Thesis Research II (3).

Completion of an individual investigation or applied research project with a range of alternative culminating experience presentation formats, including traditional thesis. Web-based course. Prerequisite(s): ARTA 695. Notes: Restricted to students admitted into the MA in Arts Administration program. A grade of S or U is recorded. Note: Offered in the spring.

Art (ARTS)

All 500-level (for graduate credit) and 600-level course enrollment require prior approval of the Chair of the Department of Art and Design.

500. Senior Studio Seminar (3:7)

An in-depth investigation with critical readings, discussions, presentations, and analysis including the development of a capstone exhibition and an individual website that documents the student's work.

Prerequisite: ARTS 490. Notes: Required of BFA students. Offered in the spring.

501. Senior Project Seminar (3:7)

An in-depth investigation with critical readings, discussions presentations, and analysis including the development of a capstone project and an individual website that documents the student's work. Notes: Required of BA in Arts majors. Offered in the spring.

532. Sculpture V (3:7).

Development of design and technical skills in the student's specific area of interest. Prerequisite(s): ARTS 433. Notes: Lab Fee: \$25. Offered in fall and spring.

533. Sculpture VI (3:7).

The conception and production of a unified professional body of work appropriate to a one-artist exhibition of sculpture. Prerequisite(s): Permission of instructor. Notes: Lab Fee: \$25. Offered in fall and spring.

536. Advanced Printmaking (3:7).

Advanced study in printmaking media with a concentration of image formulation through advanced techniques and multi-color printing. Prerequisite(s): ARTS 437. Notes: Lab Fee: \$25. Offered in fall and spring.

542. Painting V (3:7).

A continuation of the study of painting to develop professional, painterly skills through individual expression. Prerequisite(s): ARTS 443. Notes: Lab Fee: \$10. Offered in fall, spring and summer.

543. Painting VI (3:7).

Advanced study offering a thorough grounding in the discipline of painting. Prerequisite(s): ARTS 542. Notes: Lab Fee: \$10. Offered in fall, spring and summer.

551. Ceramics V (3:7).

Advanced study to develop a personal approach to the ceramic object. Exploration of glaze calculation and application. Prerequisite(s): ARTS 452. Notes: Lab Fee: \$45. Offered in fall, spring and summer.

552. Ceramics VI (3:7).

Advanced work in ceramics culminating in the production of a body of work of professional standard. Study of kiln construction and portfolio photographic documentation. Prerequisite(s): ARTS 551. Notes: Lab Fee: \$45. Offered in fall, spring and summer.

555. Jewelry and Metals V (3:7).

A continued exploration of concepts and technique considering personal direction with emphases on technical proficiency and intentful design. Students will focus on the production, documentation and presentation of their work. Coursework includes documentation of personal development in sketchbooks, visual research, finished works and active course participation. Prerequisite(s): ARTS 456 or permission of chair. Notes: Lab Fee: \$75. Offered in fall and spring.

556. Jewelry and Metals VI (3:7).

Focus on the development of a cohesive body of work based on a technical, conceptual and/or aesthetic theme as well as professional practices related to portfolio and exhibition of work. Coursework includes a finished body of work, participation in a solo or group exhibition, completed portfolio, evidence of related activity beyond the classroom and active course participation. Prerequisite(s): ARTS 555 or permission of chair. Notes: Lab Fee: \$75. Offered in fall and spring.

558. Advanced Digital Modeling (3:0:7)

Serves as an advanced study of the fundamentals of digital fabrication in product/jewelry design and fine art. Provides an in-depth exploration of the current software applications and fabrication methods that are being utilized in jewelry design and studio arts. Instruction will consist of lectures, demonstration, individual work time on assigned projects that will result in the output of a "tangible" product as a final product, prototype, model, or mold. Prerequisite(s): ARTS 458. Notes: Offered in fall.

572. Fashion Photography (Medium-Format) (3:1:6).

This course combines creative photography techniques used in the fashion industry with the financial aspects of making a living as a working photographer. Projects are designed to initiate assignments a studio photographer would typically receive, stressing individual creative solutions for a project, working to a deadline and staying within a client's budget. Students must own a medium-format camera with flash synchronization capability. Prerequisite(s): ARTS 474. Notes: Offered in fall.

573. Photography Thesis Project (3:1:6).

Designed for seniors, this course provides an opportunity to investigate a single topic of personal interest. By working closely with the instructor, the student's project is devised, executed and in the process a conceptual framework is developed. To accompany the project, students learn to write an artist's statement, how to complete a grant application for a fine-art project or develop a detailed budget for a commercial project proposal. Prerequisite(s): ARTS 473, 474 and ARTS 472 or 475 or 572, senior status. Notes: Offered in fall.

574. Photography Thesis Exhibition (3:7).

This course is dedicated to the production of a project for a one-person exhibition, which the student installs at the end of the semester. Building on the experience of ARTS 573, the student investigates a single topic, which may be a new project, a continuation of the earlier project or a refined version of it. The exhibition (typically 12-15 pieces of work) is accompanied by a written artist's statement. Prerequisite(s): ARTS 573. Notes: Offered in spring.

580, 581. Special Topics in Art (1) (1).

Extends individual opportunities in studio art beyond existing departmental curriculum limits. Prerequisite(s): Permission of chair, Department of Art and Design. Notes: Offered in fall and spring. May be retaken for additional credit.

582, 583. Special Topics in Art (2) (2).

Extends individual opportunities in studio art beyond existing departmental curriculum limits. Prerequisite(s): Permission of chair, Department of Art and Design. Notes: Offered in fall and spring. May be retaken for additional credit.

584, 585. Special Topics in Art (3) (3).

Extends individual opportunities in studio art beyond existing departmental curriculum limits. Prerequisite(s): Permission of chair, Department of Art and Design. Notes: Offered in fall and spring. May be retaken for additional credit.

602, 603. Advanced Studies in Photography (3:7) (3:7).

Advanced studies in photography with emphasis on synthesizing conceptual and pragmatic skills. Independent effort is essential as is a high degree of professional competency.

604, 605. Advanced Studies in Painting (3:7) (3:7).

Advanced studies in painting with emphasis on synthesizing conceptual and pragmatic skills. Independent effort is essential as is a high degree of professional competency.

606, 607. Advanced Studies in Crafts (3:7) (3:7)

Advanced studies in crafts with emphasis on synthesizing conceptual and pragmatic skills. Independent effort is essential as is a high degree of professional competency.

608, 609. Advanced Studies in Sculpture (3:7) (3:7).

Advanced studies in sculpture with emphasis on synthesizing conceptual and pragmatic skills. Independent effort is essential as is a high degree of professional competency.

612, 613. Graduate Photography (3:7) (3:7).

Development of an individual approach to expression in photography.

614, 615. Graduate Painting (3:7) (3:7).

Development of an individual approach to expression in painting.

616, 617. Graduate Crafts (3:7) (3:7).

Development of an individual approach to expression in crafts.

618, 619. Graduate Sculpture (3:7) (3:7).

Development of an individual approach to expression in sculpture.

622, 623. Research in Photography (3:7) (3:7).

A program structured on the basis of individual needs, interests and background preparation as they are determined through faculty counseling.

624, 625. Research in Painting (3:7) (3:7).

A program structured on the basis of individual needs, interests and background preparation as they are determined through faculty counseling.

626, 627. Research in Crafts (3:7) (3:7).

A program structured on the basis of individual needs, interests and background preparations as they are determined through faculty counseling.

628, 629. Research in Sculpture (3:7) (3:7).

A program structured on the basis of individual needs, interests and background preparation as they are determined through faculty counseling.

632, 633. Special Problems in Photography (3:7) (3:7).

Special problems in photography as related to individual needs and requirements for student developing a thesis in the concentration.

634, 635. Special Problems in Painting (3:7) (3:7).

Special problems in painting as related to individual needs and requirements for student developing a thesis in the concentration.

636, 637. Special Problems in Crafts (3:7) (3:7).

Special problems in crafts as related to individual needs and requirements for student developing a thesis in the concentration.

638, 639. Special Problems in Sculpture (3:7) (3:7).

Special problems in sculpture as related to individual needs and requirements for

student developing a thesis in the concentration.

642, 643. Advanced Studies in Printmaking (3:7) (3:7).

Advanced studies in printmaking with emphasis on synthesizing conceptual and pragmatic skills. Independent effort is essential as is a high degree of professional competency.

644, 645. Advanced Studies in Drawing (3:7) (3:7).

Advanced studies in drawing with emphasis on synthesizing conceptual and pragmatic skills. Independent effort is essential as is a high degree of professional competency.

652, 653. Graduate Printmaking (3:7) (3:7).

Development of an individual approach to expression in printmaking.

654, 655. Graduate Drawing (3:7) (3:7).

Development of an individual approach to expression in drawing.

662, 663. Research in Printmaking (3:7) (3:7).

A program structured on the basis of individual needs, interests and background preparation as they are determined through faculty counseling.

672, 673. Special Problems in Printmaking (3:7) (3:7).

Special problems in printmaking as related to individual needs and requirements for student developing a thesis in the concentration.

690, 691, 692. Special Topics in Art (3:7) (3:7) (3:7).

Extends individual opportunities in art beyond existing departmental curriculum

limits. Prerequisite(s): Permission of chair, Department of Art and Design.

695. Thesis (3).

Development of an individual investigation. Prerequisite(s): Open to majors only. Permission of chair, Department of Art and Design. Notes: A grade of S or U is recorded.

696. Thesis (3).

Development of an individual investigation. Prerequisite(s): Open to majors only. Permission of chair, Department of Art and Design. Notes: A grade of S or U is recorded.

Art Education (ARTE)

528. Art Education Foundations and Elementary Methods. (3:3:1).

This course addresses philosophical and social foundations of art education, then focuses on objectives, content, teaching methods, and assessment of art at the early childhood and elementary levels. Students will develop comprehensive elementary-level lesson plans meeting diverse National and SC Visual Arts Standards. Prerequisite(s): ARTE 348 or ARTE 601 or Permission of Instructor. Notes: Lab fee: \$25. Offered in fall.

547. Art for Classroom Teachers (3:5).

Introduction to the aims, philosophies and creative studio experiences relevant to teaching art in the elementary school. Prerequisite(s): Education major or permission of instructor. Admission to Teacher Education Program. Notes: Lab Fee: \$25. Offered in fall, spring and summer.

548. Curriculum in Art Education and Secondary Methods (3:3:2).

This course reviews historical and contemporary curricula in art education,

then focuses on issues in secondary art teaching. Topics include adolescent development, as well as multicultural and cross-disciplinary aspects of art. Students will develop personal philosophies of art education as well as secondary units of instruction. Prerequisite(s): Permission of instructor. Admission to Teacher Education Program. Notes: Lab Fee: \$25. Offered in spring.

550. Principles of Teaching Art (3).

Study and application of skills of planning, instruction, management and assessment of students of art. Includes a review of the ethical and legal responsibilities of art teachers. Prerequisite(s): Permission of instructor. Admission to Teacher Education Program. Notes: Lab Fee: \$20.

580. Current Issues in Art Education (3).

Intensive examination and analysis of current issues in contemporary art education. Prerequisite(s): Permission of instructor.

592. Field Experience in Teaching Art (1:8).

Students will spend a minimum of 8 hours per week in the classroom under the supervision of an art education professor and will work with a mentor teacher in preparation for the final internship experience. Activities will focus on instructional planning, teaching methodology, classroom management and evaluation of teaching and learning to complement content covered in ARTE 550. Prerequisite(s): ARTE 528 and ARTE 548 and either ARTE 348 or ARTE 601. Co-requisite: ARTE 550 and EDUC 660.

601. Explorations in Art

Education (3:2:2). This course explores theory and practice of art education through study of developmental stages

complemented by observations, interactions, and teaching activities in P-12 classrooms. Students will also reflect on their own educational experiences as they begin to develop their educational philosophy in art.

648. Curriculum Development in Art Education (3.2.2).

This course for current in-service art teachers reviews historical art education curricula and considers contemporary curricular issues in order to enhance current teaching practice and to develop teachers as reflective practitioners. Prerequisite(s): Permission of instructor. Course offered in summer. Lab Fee: \$15.

680. Current Issues in Art Education (3).

Intensive examination and analysis of current issues in contemporary art education. Prerequisite(s): Permission of instructor.

682. Research Methods in Visual Arts (3).

A survey of basic concepts and techniques of research methodology in the visual arts and art education. Includes qualitative and quantitative approaches as they apply to visual art learning.

684. Graphic Design for Art Teachers (3:0:7).

The study of basic graphic design principles as they may be applied in a public school art program. Prerequisite(s): Permission of instructor.

685. Art Education Thesis (3).

Development of an individual investigation, either a written research thesis or a studio exhibition thesis. Prerequisite(s): Open to majors only.

686. Studio Workshop I: Drawing for the Art Teacher (3).

For the art teacher, a multi-disciplinary introductory approach to drawing and its classroom applications including aesthetics, art history and classroom infusion. Notes: Lab Fee: \$40. Offered in lock-step program.

688. Studio Workshop III: 3-D Media for Art Teachers

For the teacher, a multi-disciplinary introductory approach to 3-D Media and its teaching applications including aesthetics, art history, built environment and classroom infusion. Prerequisite(s): ARTE692. Studio Workshop II: Painting or the Art Teacher. Notes: Lab Fee: \$40. Offered in lock-step program.

690, 691. Printmaking Studio for Art Teachers I, II (3:7) (3:7).

Studio introduction to printmaking process through experiences selected from printmaking areas.

692. Studio Workshop II: Painting for the Art Teacher (3).

For the art teacher, a multi-disciplinary introductory approach to painting and its classroom applications including aesthetics, art history and classroom infusion. Prerequisite(s): ARTE686. Studio Workshop I: Drawing for the Art Teacher. Notes: Lab Fee: \$40. Offered in lock-step program.

694, 695. Ceramics Studio for Art Teachers I, II (3:7) (3:7).

Technical investigation in clay processes, glazing and fringe techniques. Prerequisite(s): Permission of instructor. Notes: Lab Fee: \$35.

696, 697. Jewelry and Metals Studio for Art Teachers I, II (3:7) (3:7).

Basic design and media experiences in jewelry and metals. Prerequisite(s): Permission of instructor. Notes: Lab Fee: \$25.

698. Studio Workshop IV: Photo-Digital Media for Art Teachers (3). For the art teacher, a multi-disciplinary introduction to photo-digital media and its classroom applications including aesthetics, art history and classroom infusion. Prerequisite(s): ARTE 688, Studio Workshop III: 3-D Media for the Art Teacher. Notes: Lab Fee: \$40. Offered in lock-step program.

Art History (ARTH)

580. Special Topics in Art History (3). Extends individual opportunities for study of Art History beyond existing departmental curriculum limits. Prerequisite(s): Permission of instructor.

680, 681. Graduate Art History (3) (3). Graduate art history study for scholarly research and discussion of specific issues; i.e. prehistoric art, ancient art, classical art, medieval art, Renaissance art, modern art, interior design, photography, etc.

682. Research in Art History (3). Research in art history study for scholarly presentation and discussion of a specific topic. Prerequisite(s): ARTH 680 or permission of instructor.

683. Seminar in Aesthetics, Theory and Criticism of Art (3). An advanced, detailed study of selected topics in aesthetics, art theory and criticism in a seminar situation.

690, 691, 692. Special Topics in Art History (3) (3) (3).

Extends individual opportunities for study in art history beyond existing departmental curriculum limits. Prerequisite(s): Permission of chair, Department of Art and Design.

Athletic Training (ATRN)

510. Pharmacology and Drug Education (3). Lecture/discussion experiences in the principles of pharmacology and the clinical use and effects of major drug categories. Includes information on substance abuse, especially as it pertains to the physically active population, and on drug education and testing programs. Prerequisite(s): HLTH 300 or permission of instructor. Notes: Offered in spring.

561. Advanced Emergency Care (2:1:2). Lecture, demonstration and guided laboratory experiences designed to expose the student to the advanced emergency care techniques and knowledge required of athletic trainers, coaches and other allied health professionals. Upon completion of the course the student will obtain Red Cross professional Rescuer CPR certification. Prerequisite(s): PHED 361. Notes: Fee for Red Cross certificate. Offered in spring.

563. Medical Aspects of Sport and Related Injuries (3). A review of selected medical aspects of sport taught by guest medical experts from community hospitals and private practice. Prerequisite(s): ATRN 310 or permission of instructor. Notes: Offered in fall.

Biology (BIOL)

505. Primate Biology (3). A study of the morphology, behavior, ecology and evolutionary relationships of primates including prosimians, monkeys,

apes and hominids. Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108; or ANTH 202 and permission of instructor. Note: Offered in odd years in fall.

507. Neuroanatomy (4:3:3).

A comprehensive study of the Central and Peripheral Nervous Systems with emphasis on the gross features of these two systems. Additionally the primary motor and sensory pathways will be studied along with the effects of trauma and disease to these systems and pathways. The laboratory portion of this class will involve dissection of horse and sheep brains, eyes and examination of plastinated specimens. Prerequisite(s): BIOL 307 or BIOL 308 or permission of instructor. Note: Offered in even years in spring.

508. Invertebrate Biology (4:2:4).

An introduction to the biology of invertebrate animals with emphases on their physiology, anatomy and evolutionary relationships. Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108. Notes: Lab Fee: \$35. Offered in odd years, in spring.

510. Vertebrate Natural History (4:2:4).

A course covering the evolution, distribution, ecology and physiology of all classes of fish, amphibians, reptiles, birds and mammals. Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108. Notes: Lab Fee: \$30. Offered in odd years, in spring.

511. Ornithology (4:2:4)

A lecture and field course in bird evolution, ecology, behavior and field identification. Prerequisite(s): BIOL 204, 205, 206 and 300 or permission of instructor. Notes: Lab Fee: \$30. Offered in summer.

513. Organic Evolution (3).

A study of the mechanism of change in the genetic constitution of populations over time with consideration of historical progress toward our present understanding. Prerequisite(s): BIOL 204, 205, 206, 300 and 317; CHEM 106 and 108. Note: Offered in fall.

515. Environmental Biology (4:2:4).

A study of the ways by which human activity alters natural ecosystems and affects human health. Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108. Notes: Lab Fee: \$35. Offered in spring.

517. Human Genetics (3).

A comprehensive study of human genetics, especially covering the areas of single gene defects, chromosome disorders, cancer, multifactorial inheritance, immunogenetics, behavior and populations. Prerequisite(s): BIOL 204, 205, 206, 300 and 317; CHEM 106 and 108. Note: Offered in odd years in fall.

518. Animal Behavior (3).

A study of the mechanisms and patterns of animal activity, including principles of sociobiology. Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108. Note: Offered in even years in spring.

519. Mechanisms of Disease (3).

A study of disease cause and progression in humans and animal models at the cellular, molecular and organismal levels. Prerequisite(s): BIOL 300 and BIOL 315 or by permission of department chair. Notes: Offered in even years, in fall.

522. Immunology (4:2:4).

A study of immunity, of the nature and molecular aspects of the immune response, and of antibodies in the laboratory.

Prerequisite(s): BIOL 204, 205, 206, 300 and 315 or CHEM 523; CHEM 106 and 108. Notes: Lab Fee: \$40. Offered in spring.

524. Advanced Botany (3).

Relationship of morphology and physiology to environmental factors that limit plant distribution and growth. Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108. Note: Offered in odd years in spring.

527. Population Biology (4:3:3).

A survey of the population biology of plants and animals. Emphasizes the assessment and analysis of demographic factors (age, size and community integration) that determine the abundance, distribution and diversity of natural populations.

Prerequisite(s): BIOL 300. Notes: Lab Fee: \$30. Offered in odd years in fall.

530. Methods in Electron Microscopy (4:2:6).

Introduction to theory and methods used in studying biological and materials science-specimens by scanning and/or transmission electron microscopy.

Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108; and CHEM 301, 302, 303, 304 or CHEM 310 and 311.

Notes: Lab Fee: \$50. Offered in even years in spring.

540. Special Topics in Biology (3).

A detailed examination of specific subjects in biology. Prerequisite(s): BIOL 204, 205, 206 and 300; CHEM 106 and 108; or graduate status; or permission of instructor. Notes: Offered variable times. May be retaken for additional credit when different subjects are taught.

551. Conservation Biology (3).

An advanced course which explores current and historical factors which give rise to and threaten biodiversity in ecosystems. This

course is rooted in ecology, evolution, and genetics, incorporating information and approaches from population and community ecology, populations genetics, biogeography, and systematic. The course will consider the effects of humans on habitats and species' role in the process of extinction along with our efforts to conserve and protect habitats through establishment of parks, reserves, and other conservation strategies. The course will connect scientific approaches to conservation to a consideration of the social, political, and ethical components of such efforts. Prerequisite (s): BIOL 203/204, 205, 206, 300, CHEM 106/108 or permission of the instructor, or graduate student status. Note: Offered in the spring.

552A. Conservation Biology Practicum A. Field Conservation Biology in the Tropics (3:0:3).

A field course in the methods of conservation biology which will explore the theoretical and practical approaches to conservation biology in the tropics. The course will work from a biological research station in the tropics. Students will learn conservation field methodology by carrying out research projects in a tropical rainforest community. A key component of the course will be to examine how biological and socio-political factors are intertwined in all conservation efforts and to consider the roles of all levels of participants in conservation efforts including international scientists, local wildlife experts, villagers, and businesses such as ecotourist lodge operators. Students will contribute to ongoing conservation efforts in the area and take part in service learning projects in nearby villages. Prerequisite(s): BIOL 203/204, 205, 206, 300, 551, CHEM 106/108. Note: Offered periodically.

552B. Conservation Biology Practicum B. Field Conservation Biology in the Local Community (3:0:3).

A field course in the methods of conservation biology which will explore the theoretical and practical approaches to conservation biology in the local community. A key component of the course will be to examine how biological and socio-political factors are intertwined in all conservation efforts and to consider the roles of all levels of participants in conservation efforts. Prerequisite(s): BIOL 203/204, 205, 206, 300, 551, CHEM 106/108. Corequisite: BIOL 551, if not already completed. Note: Offered periodically.

555. Molecular Biology (3).

A comprehensive, one-semester study of the molecular basis of life. The course includes the structure and function of macromolecules, synthesis and interactions of biologically important molecules, molecular genetics, biochemical energetics, enzymatics and molecular mechanisms in biological systems. This course is intended for students who plan to enter into a health-professional graduate program (medical school, veterinary school, dental school, medical technology) or a graduate program in biology. Prerequisite(s): BIOL 300 and CHEM 301. Note: Offered in odd years in fall.

557. Genetic Engineering (4:3:3). This course is an in-depth study of recombinant DNA techniques and their application in genetic engineering and biotechnology. The class will focus on the progress of current research in these fields. The laboratory aims to develop skills to a broad range of established molecular genetics and genetic engineering methods and applications. Prerequisite(s): BIOL 317. Note: Offered in odd years in the spring.

560. Bioinformatics (3).

An introduction to the application of computing tools for the study of macromolecules and the reconstruction of the evolutionary history of genes and organisms. This course will apply the use of computer algorithms and computer databases to study proteins, genes and genomes. Prerequisite(s): BIOL 300 and one of the following: BIOL 315, BIOL 317, BIOL 555, CHEM 523; or graduate status; or by permission of instructor. Notes: Offered in even years in fall.

601. Theory and Method in Biology (3).

This course is intended to introduce graduate students to the basic research and communication techniques of biology. Students will also examine key philosophical and ethical issues in biology today. Prerequisite(s): Permission of instructor. Notes: Offered in fall.

605. Bioethics (3).

This course uses lectures, seminars, and case study discussions to review ethical standards for scientists and ethical issues in biology and medicine. Note: Offered in even years, in fall.

610. Recent Advances in Molecular and Cellular Biology (3).

A seminar course with reports and readings that deal with significant recent developments in molecular and cellular biology. Prerequisite(s): 18 hours of biology courses. Notes: Offered in odd years, in spring.

611. Recent Advances in Organismic and Developmental Biology (3).

A seminar course with reports and readings that deal with significant recent developments in organismic and developmental biology. Prerequisite(s): 18

hours of biology courses. Note: Offered in odd years in fall.

612. Recent Advances in Environmental and Evolutionary Biology (3).

A seminar course with reports and readings that deal with significant recent developments in environmental and evolutionary biology. Prerequisite(s): 18 hours of biology courses. Note: Offered in spring.

620. Supervised Laboratory Instruction (3:0:6).

Students work directly with a faculty member in the instruction of the laboratory activities of selected BIOL and SCIE courses. Notes: A grade of S or U is recorded. Offered in fall, spring and summer.

629. Advanced Topics in Cellular/Molecular Biology (3).

An in-depth study of selected topics in cellular and molecular biology, comprising both lecture and seminar-style discussion of recent research literature. Laboratory sections, when offered, emphasize the experimental application of modern molecular techniques. Prerequisite(s): Permission of instructor. Corequisite(s): Biology 630 when offered in the same semester. Notes: May be retaken for additional credit with permission of advisor or chair, Department of Biology. Offered in odd years in fall.

630. Advanced Cellular and Molecular Biology Lab (1:0:3).

A laboratory course which accompanies Biology 629 in some semesters. The course will cover cellular physiology or offer advanced techniques in molecular biology. Notes: Lab Fee: \$35.

631. Advanced Topics in Organismal and Developmental Biology (3).

Course topics will vary from semester to semester. Topics will include advanced animal social behavior, invertebrate biology and advanced instruction in developmental biology. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit with permission of advisor or chair, Department of Biology. Offered in even years, in the fall.

632. Advanced Topics in Ecology/Evolutionary Biology (3).

Course will vary from semester to semester. Course topics will include plant ecology, insect ecology, human ecology and advanced evolutionary biology. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit with the permission of advisor or chair, Department of Biology. Offered in even years in spring.

633. Advanced Topics in Physiology/Integrative Biology (3).

An in-depth study of selected homeostatic mechanisms in animals, comprising both lecture and seminar-style discussion of recent research literature. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit with permission of advisor or chair, Department of Biology. Offered in odd years in the spring.

640. Readings in Biology (1).

A seminar in which a book or series of research papers will be read and discussed with reference to important current issues in biology. Prerequisite(s): Permission of instructor. Notes: A grade of S or U is recorded. May be retaken for additional credit. Offered in fall and spring.

671. Graduate Research in Biology (3).

Graduate students participate in scholarly research with a graduate faculty member.

Prerequisite(s): Graduate standing, non-thesis option students only. Notes: May not be repeated for credit. Offered fall, spring and summer.

695. Thesis (3).

Faculty-directed student research, offered individually, culminating in a written thesis for the MS degree in biology.

Prerequisite(s): Completion of BIOL 601 with a B or better is required. Notes: Offered in fall, spring and summer.

696. Thesis (3).

Faculty-directed student research, offered individually, culminating in a written thesis for the MS degree in biology.

Prerequisite(s): Student must file a signed thesis proposal and thesis committee form with the Department Graduate Director before enrolling this class. Notes: Lab Fee: \$30. Offered in fall, spring and summer.

697. Presentation of Biological Research (1).

Students will prepare a seminar presentation based on thesis research and will present it as a part of the departmental seminar series. Prerequisite(s): Thesis option and permission of instructor. Notes: A grade of S or U is recorded. Offered in fall, spring and summer.

Business Administration (BADM)

501. Estate Planning (3).

Wills, real estate, life insurance and the federal income and estate and gift laws. Prerequisite(s): ACCT 280. ACCT 281 recommended.

510. Sport Law (3).

The study of state and federal laws and regulations that control and impact professional and amateur sport activities. Prerequisite(s): ACCT 280, SPMA 101 and PHED 525.

561. Electronic Commerce for Managers (3:3-0).

This course focuses on the management of e-commerce and its major opportunities, limitations, issues and risks. Since e-commerce is interdisciplinary, professional in any functional area will find it of interest. Prerequisite(s): MGMT 341 or MGMT 661.

581. Special Topics in Business Administration (3).

A study of a topic in the area of Business Administration. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit.

595. Research in Business Administration (3).

Prerequisite(s): Permission of Dean, College of Business Administration. Notes: May be retaken for additional credit.

600. International Field Experience (3).

On-site study of businesses, government institutions and financial markets within dominant and emergent international trade groups of nations. Prerequisite(s): Graduate status.

602. Financial Markets Seminar (3)

This course provides lectures, panel discussions and site visits relevant to the world of business through the participation in a weeklong seminar series in New York City and other financial cities such as Washington, D.C. and other possible locations. Notes: Must be enrolled in one of the following levels: Graduate status, may not be enrolled in the following major: Pre-MBA. Offered in the summer.

633. International Business Culture (3).

This course is a seminar designed to introduce the student to the variables that contribute to determine a country or

international region's business culture. Topics will vary by region but could include: interpersonal business behavior, communications and etiquette, ethics, negotiations, preparations, expectations, etc.

694. Internship in Business Administration (3).

Restricted to students with limited business experience or who wish to switch career paths. This internship integrates a student's classroom learning with practical work experience. Prerequisite(s): 3.0 GPA and permission of internship coordinator/instructor.

695. Thesis (3).

696. Thesis (3).

Chemistry (CHEM)

502. Instrumental Analysis (3).

A study of contemporary methods and techniques of analysis of inorganic and organic materials. Prerequisite(s): Grade of C or better in all of the following: CHEM 301, 303, 313 and 314. Corequisite(s): CHEM 302, 304 and 503. Notes: Offered in fall of odd years.

503. Instrumental Analysis Laboratory (1:0:3).

Prerequisite(s): CHEM 303 and 314. Corequisite(s): CHEM 502. Notes: Lab Fee: \$50. Offered in fall of odd years.

504. Instrumental Data Interpretation (1:0:3).

Interpretation of spectral, chromatographic and electrochemical data. Prerequisite(s): Grade of C or better in all of the following: CHEM 302, 304, 313 and 314. Corequisite(s): CHEM 502 and 503. Notes: Lab Fee: \$50. Offered as needed.

505. Forensic Analytical Chemistry (3).

A course in the application of contemporary methods of analytical chemistry as it pertains to the law, including drug, trace, DNA, and arson analysis as well as toxicology. Prerequisite(s): A grade of C or better in all of the following: CHEM 313, CHEM 314, CHEM 301 and CHEM 303. Corequisite(s): CHEM 302, CHEM 304, CHEM 506. Notes: Offered in even years, in fall.

506. Forensic Analytical Lab (1:0:3).

A course in the application of contemporary methods of analytic chemistry as it pertains to the law, including drug, trace, DNA and arson analysis as well as toxicology. Prerequisite(s): CHEM 303, CHEM 314. Notes: Lab fee: \$50. Offered in even years, in fall.

515. Special Topics in Chemistry (3).

Topics in chemistry selected by the instructor. Prerequisite(s): Junior status and permission of instructor. Notes: May be retaken for additional credit. Offered variable times.

517. Advanced Environmental Chemistry (4:3:3).

A course to develop an in-depth understanding of the molecular basis for contemporary environmental problems involving air, water, soil, energy generation and toxic substances. Topics covered include reaction mechanisms for stratospheric ozone production, and dioxin/dibenzofuran formation; complex equilibria of natural waters; biochemical toxicology of heavy metals, pesticides, PCB's and PAH's; indoor air pollution; endocrine disrupters; ground and surface water contamination; biodegradability and transport of modern pesticides; and air/water equilibria. The course text is supplemented with readings

from recent literature to focus on environmental problems facing rapidly growing metropolitan areas. Laboratory work requires demonstrated competence with advanced analytical instrumentation, field sampling, data analysis and modeling. Prerequisite(s): Grade of C or better in CHEM 302, 304, 313 and 314. Notes: Lab fee: \$40. Offered variable times.

521. Nutritional Biochemistry (3).

A comprehensive study of the biochemical and physiological fundamentals of nutrition. Prerequisite(s): CHEM 301, 303 or CHEM 310, 311 with a C or better. Notes: Offered variable times.

522. Nutritional Biochemistry Laboratory (1:1:3).

A laboratory course to be taken in conjunction with the nutritional biochemistry lecture course, CHEM 521. Corequisite(s): CHEM 521. Notes: Lab fee: \$40. Offered variable times.

523. Biochemistry I (3).

A study of the structure, chemistry and macromolecular interactions of biochemical systems, enzyme mechanisms and kinetics, bioenergetics, intermediary metabolism, principles of biochemical techniques and molecular genetics. Prerequisite(s): Grade of C or better in all of the following: CHEM 302, CHEM 304, BIOL 203 and BIOL 204. Corequisite: CHEM 525. Notes: Offered in fall.

524. Biochemistry II (3).

A study of the structure, chemistry, and macromolecular interactions of biochemical systems, enzyme mechanisms and kinetics, bioenergetics, intermediary metabolism, principles of biochemical techniques, and molecular genetics. Prerequisite(s): Grade of C or better in CHEM 323. Notes: Offered in spring.

525. Biochemistry Laboratory Techniques (1:1:3).

Laboratory emphasizes modern biochemical techniques of protein purification, assaying enzyme activity and enzyme kinetics. Prerequisite(s): Grade of C or better in CHEM 302 and 304. Corequisite(s): CHEM 523. Notes: Lab Fee: \$100. Offered in fall.

526. Advanced Investigative Biochemistry Laboratory (2:0:6).

An advanced lab course in advanced biochemical protein techniques. The work centers on laboratory investigations in an area of modern research interest that will require students to learn and to demonstrate a mastery of multiple protein techniques. Prerequisite(s): Grade of C or better in all of the following: CHEM 302, 304, 523 and 525. Corequisite(s): CHEM 524. Notes: Lab fee: \$80. Offered variable times.

527. Biochemical Toxicology (3).

An in-depth study of the biochemical, molecular and cellular mechanisms through which toxicants alter cellular homeostasis, produce toxicity and alter organ function. Prerequisite(s): CHEM 523. Permission of the instructor. Note: Offered variable times.

528. Advanced Topics in Biochemistry (3).

This course will survey the latest advances in research that focus on current biochemical topics. Students will learn the newest advances in the field of Biochemistry while also learning to dissect literature and present ideas orally and in writing. Prerequisite(s): CHEM 523 and CHEM 525. Note: Offered in spring.

541. Chemical Kinetics (1).

An advanced course in the fundamental principles of chemical kinetics in homogeneous liquid and gaseous systems and at solid surfaces. Prerequisite(s): CHEM

407 and 409. Corequisite(s): CHEM 408 and 410. Notes: Offered variable times.

542. *ab initio* Methods in Computational Chemistry (1:67:1).

An advanced course that focuses on the principles and techniques of *ab initio* computational chemistry-Hartree-Fock and density functionality. Students will use these methods to calculate a number of chemical and thermodynamic properties. Prerequisite(s): CHEM 302, 304, 407 and 409. Corequisite(s): CHEM 408 and 410. Notes: Offered variable times.

551. Research (3).

Prerequisite(s): CHEM 407, 409 and permission of instructor. Notes: Lab Fee: \$50. May be retaken a maximum of three times for additional credit.

552. Research (3).

Prerequisite(s): CHEM 551 or equivalent. Notes: Lab Fee: \$50. Offered fall, spring and summer.

553. Independent Study in Chemistry (3:0:-9).

Directed advanced research. Prerequisite(s): Permission of chair, Department of Chemistry, and CHEM 552. Notes: Lab Fee: \$40. Offered variable times.

560. Atomic Spectroscopy (1).

An advanced course that focuses on the principles and techniques of modern atomic spectroscopy, to include signal generation in atomic spectroscopy, signal-to-noise concepts, the range of techniques and instrumentation used in atomic spectroscopy, methods of analysis, and horizon techniques in atomic spectroscopy. Prerequisite(s): CHEM 302, 313, 407 and 502. Notes: Lab fee: \$40. Offered every even year in spring.

561. Gas Chromatography (1).

An advanced course that focuses on the principles and techniques of modern gas chromatography, to include separation theory, stationary phases, column technology, GC inlets, injection techniques, detectors, thermodynamic retention modeling and temperature/pressure effects. Prerequisite(s): CHEM 302, 313, 407 and 502.

562. Molecular Spectroscopy (1).

An advanced course that focuses on the principles and techniques of modern molecular spectroscopy, to include signal generation in molecular absorption and luminescence spectroscopy, signal-to-noise concepts, the range of techniques and instrumentation used in molecular absorption and luminescence spectroscopy, methods of analysis and horizon techniques in molecular spectroscopy. Prerequisite(s): CHEM 302, 313, 407 and 502. Notes: Lab fee: \$50. Offered variable times.

563. Liquid Chromatography (1).

An advanced course that focuses on the principles and techniques of modern liquid chromatography, to include separation theory, instrumentation, stationary and mobile phases, column technology, injection techniques, detectors and chiral separations. Prerequisite(s): CHEM 302, 313, 407, and 502. Notes: Offered variable times.

564. Mass Spectrometry (1).

An advanced course that focuses on the principles, techniques and applications of modern mass spectrometry, to include ion trap MS, electro spray LC/MS, time of flight mass spectrometry, ICP-MS and MALDI. Prerequisite(s): CHEM 502 and 503. Notes: Lab fee: \$50. Offered variable times.

565. Chemometrics (1).

A course in chemometric methods, theory and techniques. Prerequisite(s): CHEM 313.

566. Sample Preparation (1).

An advanced course that focuses on the principles and techniques involved in sample collection and treatment, including standard reference materials, sampling of mixtures, dissolution and digestion, extraction and dialysis, purge and trap, supercritical fluid extraction and flow injections analysis. Prerequisite(s): CHEM 302, 313, 407 and 502. Notes: Lab fee: \$40. Offered variable times.

567. NMR Spectroscopy (1).

An advanced course in modern NMR Spectroscopy covering relaxation measurements, two-dimensional NMR techniques and multinuclear NMR. Prerequisite(s): CHEM 408, 410, 502 and 503. Notes: Lab fee: \$40.

570. Chemical Synthesis (2:0:6).

An advanced lab course in chemical synthesis and characterization. Emphasis is on specialized techniques for synthesizing organic and inorganic compounds. Prerequisite(s): Grade of C or better in the following: CHEM 302, 304, Notes: Lab fee: \$80. Offered variable times.

571. Advanced Topics in Organic Chemistry (3).

One semester advanced organic chemistry special topics course primarily for the chemistry majors and advanced biology and human nutrition undergraduate and graduate students. Courses that may be periodically offered include organic mechanism, polymer chemistry, organic synthesis, physical organic chemistry, medicinal chemistry, bioorganic chemistry and organometallic chemistry. Prerequisite(s): CHEM 302, CHEM 304 with

a grade of C or above. Notes: Offered in fall.

575. Forensic Chemistry Internship (6).

An internship experience in a regional forensic science lab providing real-world professional training for future forensic scientists. Prerequisite(s): CHEM 495, CHEM 496, CHEM 505, CHEM 506. Notes: Placement must be approved by Department Chair prior to enrollment. Offered variable times.

580. Laboratory Experimental Design and Preparation/Stockroom Procedures (1).

Development and selection of teaching materials that reflect concepts of content and emphasis in middle and secondary school science. Experimental and laboratory approaches, including use of microcomputer and video technologies. Prerequisite(s): CHEM 301.

581. Literature of Chemical Education/Teaching Assistant Experience (1).

Explores the evolution of chemical education and chemical education research with special emphasis on current trends. Utilizing the participant-observed role, required participation in selected educational situations with emphasis on development of observational skills, ability to record relevant observations by means of written journals, skills in analyzing experiences identifying critical incidents and projection of events and consequences. Note: Offered variable times.

Computer Science (CSCI)**521. Introduction to Software Project Management (3).**

An introduction to the economics, metrics, and management strategies required to

plan and successfully execute a large software project. The fundamentals of software engineering, requirements, design and realizations are utilized to focus both software professionals and project managers on process models and practices. Prerequisite(s): Graduate standing or CSCI 475.

540. Web Application Design and Development (3.)

This course explores the latest methods and techniques used in web programming for both client and server sides. Although any new topics may be involved in this course, current topics will cover Web 2.0 concepts, Ajax programming skills, XML for web, web syndication (RSS and Atom), web services, mashups, security, search engine, etc. A term project or paper is required. Prerequisite(s): CSCI 241 or CSCI 297 and 355. Notes: Offered in spring.

566. Network Processing (3).

An overview of modern computer network concepts, including principles of communication networks, network configurations, communication protocols and network security. Prerequisite(s): QMTH 205 and any of CSCI 271, CSCI 325 or CSCI 555. Notes: Offered in fall.

570. Parallel Computing (3).

Survey of the architectures and algorithms to support Parallel Programming. Students will learn to program a parallel system for a variety of problem topics.

581. Special Topics in Computer Science (3).

A study of a topic in the area of computer science. Prerequisite(s): Permission of chair, Department of Computer Science. Notes: May be retaken for additional credit.

620. Software Design and Architecture (3).

The study of formal software design and architecture principles emphasizing an engineering approach to the software development process. Includes intermediate abstractions of software architectural styles to help bridge the gap between software needs and software solutions. Students are required to participate in a team project. Prerequisite(s): CSCI 475. Notes: Offered in fall.

621. Software Project Management (3).

An introduction to the economics, metrics and management strategies required to plan and successfully execute a software project. The fundamentals of software engineering, requirements, design and realizations are utilized to focus both software professionals and project managers on process models and practices. Prerequisite(s): CSCI 207, QMTH 205 and MGMT 341. Notes: Offered in spring.

670. Principles of Information Technology (1)

This course serves as a prerequisite for the MBA program for those students who have not previously taken, or need a review of, Information Systems. Notes: Does not count toward the 36 hours required for the MBA. Offered periodically.

680. Software Development (3).

An extensive and intensive project involving all aspects of a software development project including teamwork, requirements specification, design, configuration, coding, testing, quality control and evaluation. Prerequisite(s): CSCI 521 and 620. Notes: Offered in spring.

681. Advanced Placement Teacher Training in Computer Science (3).

This course is training teachers of AP in CS courses in the language used by the AP test

given by the College Board. Prerequisite(s): Permission of instructor.

Counseling and Development (CSDV)

600. Professional Identity and Ethics (3)

This course focuses on ethical and legal standards in counseling, credentialing, and professional identity. Students develop professional awareness, knowledge, and skill sets for the successful negotiation of graduate studies in counseling through self-reflection, service to community, and advocacy. This is a writing intensive course with rigorous focus on the American Psychological Association (APA) format, writing style, skills, and process. Professional involvement with the American Counseling Association (ACA) and representative state organizations is encouraged through membership activities and opportunities. Prerequisite: CSDV admission or permission of the instructor. Note: Offered periodically.

601. Counseling Theories (3).

This course provides a comprehensive study of major counseling theories. Attention is given to systematic ways of viewing the counseling process. Divergences and convergences among theories are examined for practical application with clients and family within cultural and system contexts. An overview of the evolution and development of the core tenets of counseling will provide a framework for more extensive examination of the current approaches utilized by counselors in diverse practice settings. Prerequisite(s): CSDV admission or permission of the instructor.

602. Counseling Skills (3).

This is an experiential skills training course that introduces the application of basic

counseling strategies and interventions with diverse populations. Students will also explore the particular interpersonal dynamics of helping relationships and develop self-in-role awareness.

Prerequisite(s): Admission to the CSDV program or permission of the instructor. Note: Offered periodically.

603. Career and Lifestyle Development (3).

Overviews of the major theories and skill areas in educational planning, career and lifestyle development, work and motivation. Emphasis is placed on understanding and applying knowledge and skills of career development activities in appropriate counseling settings. Prerequisite: Admission to the CSDV program or permission of the instructor.

604. Orientation to Community Counseling (3).

An overview of the roles and functions of counselors in community counseling settings. Organizational and administrative structures of human services agencies as well as staffing patterns, clientele and interagency relationships are examined. Prerequisite(s): CSDV 600.

605. Diversity Issues in Counseling (3).

The study of current social and cultural issues that shape human behavior and affect the practice of counseling. Topics will focus on the theory and practice of multicultural and social justice counseling approaches. Diversity issues are explored as they influence the counseling process and the well being of the client. Students will be challenged to explore their own attitudes and beliefs through experiential exercises, small- and large-group discussion, and reflection on the development of self-in-role awareness.

Prerequisite(s): CSDV admission or permission of the instructor.

606. Group Counseling (3).

Study and practice of basic group counseling theories and dynamics with emphasis on techniques and application; ethical responsibility and current trends with experiential opportunities provided. Prerequisite(s): Admission to CSDV or permission of the instructor.

607. Appraisal of the Individual (3).

This course is designed to provide school and community counselors with a working knowledge of the various standardized tests used in educational, vocational, and social/personal counseling. Students take, administer, score, and record the results of various standardized tests. Appraisal techniques are reviewed and evaluated. Prerequisite(s): Admission to the CSDV program or permission of the instructor.

608. Loss, Grief, and Crisis Counseling (3).

This course views loss as a broad, inclusive experience occurring during crisis, loss, and life transition across the lifespan. Crisis situations and the phenomenon of suicide will be examined as well as the roles and responsibilities of counselors. Advocacy, consultation, and crisis intervention skills for grief counseling are developed. Developmental programs for Pre-K through adulthood related to grief, loss, and crisis are examined. Prerequisite(s): CSDV admission or permission of the instructor.

610A. Counseling Practicum I (3).

A supervised 75 clock hours, field-based experience, this course will focus on further enhancement of the conceptual and relational skills of counseling. The course will further increased reflection on the development of self-in-role and supervised application of counseling skills to practice.

Students will focus on building therapeutic relationships, assessing client needs, goals setting, and intervention skills. Prerequisite: Admission to the CSDV program or permission of the instructor. Note: Offered periodically.

610B. Counseling Practicum II (3).

A supervised 100 clock hours, field-based experience, this course will focus on further enhancement of the conceptual and relational skills of counseling, consultation, and advocacy skills. The course will further increase reflection on the development of self-in-role and supervised application of counseling skills to practice. Students will focus on building therapeutic relationships, assessing client needs, goals setting, and intervention skills. Prerequisite(s): Admission to the CSDV program or permission of the instructor.

611. Counseling Internship I (3).

A supervised 300-hour, field-based experience in an applied counseling setting. Prerequisite(s): Admission to the CSDV program or permission of the instructor. Note: Offered periodically.

612. Counseling Internship II (3).

An advanced supervised 300 hour, field-based experience in an applied community clinical mental health setting. Prerequisite(s): Admission to the CSDV program or permission of the instructor. Note: Offered periodically.

613. Foundations and Ethical Issues in School Counseling (3).

This course provides an introduction to professional school counseling and consultation encompassing the history, philosophy, and trends in school counseling, as well as the roles and functions of the professional school counselor. A major portion of this course is the study of ethical practice, which will

cover ASCA and ACA codes and standards, as well as legal issues in counseling practice. Prerequisite(s): CSDV admission or permission of the instructor.

614. Lifespan Developmental Counseling (3).

This course provides counselors with a lifespan developmental theoretical and research foundation for clinical and educational practice. It explores the individual, environmental and familial factors affecting developmental progression and delay. The course is focused on counseling practice and encourages the utilization of strategies for facilitating development across the lifespan. Prerequisite(s): CSDV admission or permission of the instructor.

615C. Clinical Mental Health Program Planning, Consultation, and Supervision (3).

This course provides an understanding of the planning, organizing, implementation, and evaluation of a comprehensive clinical mental health counseling program, including consultation and supervision models, practices, and processes. Note: Offered periodically.

615S. School Program Planning, Consultation, and Supervision (3).

This course provides an understanding of the planning, organizing, implementation, and evaluation of a comprehensive school counseling program, including consultation and supervision models, practices, and processes. Prerequisite: CSDV admission or permission of the instructor. Note: Offered periodically.

617. Family Counseling (3).

This course introduces the student to major theoretical approaches and interventions utilized in counseling families within a

systemic framework. Prerequisite(s): CSDV admission or permission of the instructor.

618. Addictions Counseling (3).

This course will provide a basic introduction to the psychopathology of chemical and process addiction. Theoretical foundations which seek to define addiction including biological, psychological, and sociological etiologies will be addressed. The course will provide the structural framework to discuss diagnosis and assessment of chemical dependency, and explore stages of treatment and diverse treatment modalities. Prerequisite(s): CSDV admission or permission of the instructor.

619. Counseling Supervision (3).

This course addresses theories and techniques of counselor supervision. Students have opportunities to solidify a theoretical model of supervision practice, to clarify a personal supervisory style, to internalize a supervisory identity and to develop skills and ethical reasoning critical to clinical and administrative supervision of counselors. Prerequisite(s): Permission of instructor.

620. Clinical Psychopathology in Counseling (3).

This course emphasizes an integrated biopsychosocial cultural model in understanding the etiology of psychopathology and clinical disorders. There will be an emphasis on increasing student understanding of clinical issues and current research related to arrests in development and maladaptive behavior with an emphasis on personality disorders. Studies include a review of contemporary diagnostic systems, research, theory, and counseling interventions. Prerequisite(s): CSDV admission or permission of the instructor.

621. Diagnosis and Treatment Planning Counseling (3).

This course will instruct students in the methods and research of clinical systems assessment of psychopathology and multi-axial diagnosis. Students will learn to perform individual, relational, and larger systems assessments, including but not limited to a mental status exam, comprehensive mental status exam, psychological genogram, and diagnosis using the DSM-IV-TR. Diverse theoretical approaches to treatment planning, clinical practice, and process issues are considered across a variety of psychological disorders. Prerequisite(s): CSDV admission or permission of the instructor.

622. Seminar in Counseling Children and Adolescents (3).

The course includes discussion and application of counseling theories, techniques, and issues related to child and adolescent development. Prerequisite(s): Admission to the CSDV program or permission of the instructor.

623. Advanced Counseling Interventions (3).

This course is an advanced academic and clinical training-based course designed to provide students with a study of contemporary counseling theories and best-practice modalities. Advanced best-practice concepts and techniques will be taught through case conceptualization, research of evidence-based procedures, treatment planning, goal setting, and modality demonstration. Methods and strategies for cognitive, affective, and behavioral change will be practiced in group and individual lab sessions. The students will be expected to demonstrate case analysis, critique, and modality effectiveness in verbal and written form. Note: Offered periodically.

650-659. Special Topics in Counseling (1) (2) (3).

Designed to provide selected, special topics in counseling. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit.

Dance Theory (DANT)**630. Seminar: Contemporary Dance (3).**

The observation, study and critiquing of contemporary dance companies and choreographers in live and/or videotaped setting. Attention is directed toward the relationship of the East-West tradition within the scope of dance history.

640. Seminar: Contemporary Issues and Trends in Dance Education (3).

Current issues and trends in curriculum, pedagogy and technology as applied to dance education.

Dance Education (DCED)**691. Principles of Teaching Dance: Curriculum and Pedagogy (3).**

Synthesizes curriculum practices K-12 in dance, design, development and evaluation. Addresses specific instructional needs and techniques in diverse settings. Corequisite(s): DANT 692.

692. Field Experience in Teaching Dance (1).

The course uses laboratory experiences equivalent to 14 full days to lead dance education students through an exploration and examination of various research based programs of instructional planning, methodology, classroom management and evaluation of teaching and learning to complement content covered in DANT 691. Corequisite(s): DANT 691.

Early Childhood Education (ECED)

550. Special Topics in Early Childhood (3: 3: 0).

Current topics of concern and interest to early childhood caregivers (teachers, Head Start, workers, family and children's service agencies, etc.) Notes: Inclusion of this course in a Program of Study requires the approval of the Program Area Committee.

631. Home-School-Community Collaboration (3).

Students will learn to engage in productive collaboration with families and communities of diverse young children, pre-birth through age eight. They will also obtain knowledge and skills to engage in educational programs that are culturally and individually responsive and meet licensing regulations to promote safe learning environments. Notes: This course will provide graduate students with information concerning children (prenatal through age 8) and their families' rights to full and appropriate access to public education and human services.

636. Early Childhood Development and Implications for Developmentally Appropriate Practices (DAP) (3).

An advanced study of early childhood development including current brain research, theoretical principles and practices, and implications for teaching and learning.

638. Creative Learning Experiences for Young Children (2).

A study of concepts and content including: arts (sound, color, rhythm, movement) in ECED curriculum; methods and materials for developing creativity; room arrangement; and relevant research. Observation and participation in two or more of the following settings: day care

centers, public schools and community agencies are required. Students will observe and work with children of diverse ages and with children reflecting culturally and linguistically diverse family systems. Prerequisite(s): Admission to MAT in ECED Program or permission of department chairperson.

640. Teaching and Assessing Mathematics, Science and Social Studies in Early Childhood Education (8):

This early childhood education methods course will focus on developmentally and age-appropriate strategies for teaching mathematics, science, and social studies. Students will apply strategies in a field placement. Prerequisite(s): Admission to MAT ECED Program or permission of Department Chairperson.

641. Teaching and Assessing Science in Early Childhood Education (2).

This early childhood methods course will focus on developmentally and age-appropriate strategies for teaching science. Students will apply strategies in a field placement (ECED 643). Prerequisite(s): Admission to MAT in ECED Program or Permission of Department Chairperson. Co-requisite(s): ECED 643, ECED 640, ECED 642.

642. Teaching and Assessing Social Studies in Early Childhood Education (2).

This early childhood methods course will focus on developmentally and age-appropriate strategies for teaching social studies. Students will apply strategies in a field placement (ECED 643). Prerequisite(s): Admission to MAT in ECED Program or Permission of Department Chairperson. Co-requisite(s): ECED 643, ECED 640, ECED 641.

643. Field Experience in Early Childhood Education (1).

Students will spend eight (8) hours per week in a public school under the supervision of an early childhood/elementary education professor and will work with a mentor teacher in preparation for the final internship experience. Prerequisite(s): Admission to Teacher Education Program at graduate level. Co-requisite(s): ECED 640, ECED 641, ECED 642.

660. Emergent Literacy and the Integrated Curriculum (3).

The course will enable teachers to design and implement developmentally appropriate literacy experiences within a multidisciplinary framework.

661. Contemporary Issues in Early Childhood Care and Education (3).

An analysis of current early care and educational issues concerning children (prenatal to age 8) and their families.

691. Practicum in Teaching in Early Childhood Education (3).

Planning a curriculum for 3-, 4-, 5- and 6-year olds; includes setting up and evaluating learning centers; collecting and analyzing data; and self evaluation. Prerequisite(s): SCWK 531 or permission of instructor.

Economics (ECON)**521. International Trade and Investment (3).**

Theory and policy in international trade and investment with emphasis on the motives and mechanisms of international economic and financial transactions. Prerequisite(s): ECON 215.

670. Principles of Economics (1).

This course serves as a prerequisite for the MBA program for those who have not previously taken economics and/or need a review of prior economics courses taken. This one hour course reviews briefly the key topics generally covered in principles of economics courses. Notes: Does not count toward the 36 hours required for the MBA program. Offered periodically.

677. Teaching Economics in the K-5 Social Studies Standards (3).

Prepares K-5 teachers to teach economic concepts in accordance with the state's social studies standards. Teaches economic concepts and shows how to integrate them into economics, geography, government, and history subject areas.

678. Techniques of Economic Education (3).

A study of basic economic principles designed for public school teachers. Note: Offered on demand.

680. Managerial Economics (3).

This course applies analytical tools and economic reasoning to recognize and solve business problems. Business strategies are used in different market structures. Prerequisite(s): ECON 670, or undergraduate waivers for ECON 215 and QMTH 205, or successful completion of approved tests. Note: Offered periodically.

Education, Curriculum and Instruction (EDCI)**600. Philosophy, Organization and Curriculum of the Middle School (3).**

An examination of the history, philosophy, curriculum and structure of middle schools. Middle school theories, concepts and research findings relative to exemplary programs and practice are emphasized.

610. Early Adolescence in Contemporary Society (3).

An examination of the developmental characteristics of early adolescents in contemporary society using interdisciplinary themes, young adult books and other media.

611. Curriculum Development and Instructional Strategies (3).

An advanced study of the salient issues in curriculum and instruction. Content will focus on research-based teaching strategies as well as the design and development of curriculum.

620. Content Literacy in Middle Schools (3).

An examination of literacy strategies and materials appropriate for subject and interdisciplinary needs of developmentally diverse learners in middle schools. Prerequisite(s): EDCI 610. Notes: A student may not receive credit for EDCI 620 and READ 645.

630. Pedagogy and Assessment in the Middle School (3).

A study of research-based methodologies for effective middle school teaching and assessment. Empirically verified methods of pedagogical content selection, planning, delivery and assessment appropriate to middle school teaching are emphasized. Prerequisite(s): EDCI 600, 610 and EDUC 681.

635. Using Data to Improve Teaching and Learning (3).

This course is designed to assist the instructional leader to collect, analyze and use data to improve the teaching-learning process. Prerequisite(s): EDUC 640. Note: Offered in the spring.

636. Contemporary Issues and Trends in Curriculum and Instruction (3). An examination of contemporary, salient issues in Curriculum and Instructions (C&I); the role of educational policy in school reform; and the links among elements of policy and practice. Prerequisite(s): EDUC 640, EDUC 670, and EDCI 635. Note: Offered in the fall.

637. Capstone: Advanced Field Placement (3).

The focus of this course is the preparation and completion of a field-based project reflecting the candidate's knowledge of approved topics and its implications for curriculum, instruction, and assessment. Prerequisite(s): EDCI 635, and SPED 561 or SPED 583. Note: Offered in the spring and fall.

642. Teaching Preschool Children with Disabilities: Developmentally Appropriate Practice (3).

Content for this course addresses developmentally appropriate practices and strategies for teaching young children with disabilities. Notes: Offered in summer.

644. Behavioral Intervention with Students with Autism (3).

This course is designed to provide students with knowledge and skills in applied behavior analysis, responsible use of technologies for behavior change programs, development of behavior intervention programs in accordance with IEP development, application of learning principles and teaching strategies, maintenance and generalization of behavior changes, teaching students to manage their own behavior and how to train others to implement behavior change procedures. Specifically, individuals with autism will be the focus of the content with students.

645. Teaching Preschool Children with Disabilities: Characteristics of Disabilities and Implications for Learning (3).

The focus of the course is young children with disabilities with in-depth studies of the characteristics and development of such students. In addition, strategies for teaching preschool children with special needs will be addressed. There will be opportunities for course participants to observe the young child with disabilities in a preschool learning setting.

690. Capstone and Advanced Field Experiences in the Middle School (3:2-1).

The principal focus of this course is the development, implementation and evaluation of a project reflecting the candidate's knowledge of middle level education. Candidates also assemble a cumulative portfolio reflecting their professional studies and present this portfolio to a review committee.

Prerequisite(s): EDCI 600, 610, 620, 630 and EDUC 640, 670 and 681.

Notes: A grade of S or U is recorded.

695. Thesis (3).

The student will conduct an individual investigation on an applied research project. An oral defense is required.

Prerequisite(s): EDCI 635, 636 and SPED 561 or SPED 583.

Education, General Professional (EDUC)

600. Teaching in a Democracy (3).

This course provides a survey of the social, legal and philosophical foundations of American education.

601. Psychology Applied to Teaching (3).

An integrated study of development, learning and motivation with emphasis on childhood and adolescence in the school setting and individual differences such as gender, cultural background and socioeconomic status.

602. Technology for the 21st-Century Classroom (2:0-2).

An introductory technology course required for MAT students. This course addresses the use of technology to: 1) acquire information; 2) develop communication skills; 3) develop subject area strategies for technology usage; 4) promote decision-making and problem-solving; and 5) address the needs of diverse learners.

Notes: Lab fee: \$15.

604. Educational Psychology and Assessment (3).

An integrated study of development, learning, motivation and assessment with emphases on early childhood in the school setting, observational assessment, and individual differences such as gender, cultural background, and socioeconomic status. Introduces key assessment issues and topics, including the meaning of testing and assessment, cautions about using measurement techniques with young children, developmental screening, readiness testing, developmental assessment and performance assessment.

Prerequisite(s): Admission to the MAT in Early Childhood Education. Notes: This course cannot be taken for S/U credit.

Offered in spring.

605. Educational Assessment (3).

An introductory course in the assessment and research procedures commonly used in the field of education.

610. Effective Teaching Practices for Exceptional and Diverse Learners (3).

This course is designed to provide master's level students with characteristics and instructional needs of and research-based teaching practices for both exceptional and diverse learners. In addition, students will investigate appropriate methods for designing and accommodating the instructional environment and curricula, including the use of technology.

Notes: Offered in fall, spring and summer.

640. Educational Research, Design and Analysis (3).

A core course for graduate educators in the principles, methods and procedures of educational research, design and analysis. The development of a proposal outlining a study, project or practicum is required.

641. Tools of the Educational Technologist (3).

This course serves as a survey of the field of Educational Technology. Particular focus is paid to the vocational opportunities for Educational Technologists and the technology tools and software applications used in Educational Technology. Notes: Lab fee: \$15.

643. Education Technology Planning and Evaluation (3).

This course focuses on planning and evaluating small scale and large scale educational technology projects. Prerequisite(s): EDUC 641 or permission of the instructor.

644. Strategies for Effective Application of Assistive Technology to Promote Learning (3).

The goal of this course is to prepare teachers who can use technology skills and applications in general education classrooms as well as

unique settings to meet the needs of diverse learners, including those with disabilities, who are ESOL, and are at-risk for school failure. Note: Offered in fall and summer.

650. Teaching and Learning with the Internet (3).

This course prepares in-service teachers to plan, implement and evaluate Internet-based learning activities in the classroom. Content includes web site evaluation, social, ethical and legal issues regarding Internet use in P-12 settings, curriculum integration of Internet activities aligned with P-12 standards and web site development. Notes: Cannot be taken for S/U credit.

651. Connecting Curriculum and Technology (3).

The goal of this course is to help participants recognize the relationship between theory, design, technology and instruction. Educational leaders must apply their knowledge of pedagogy, design, learning theory, technology and assessment techniques in order to address the needs of all learners. In this course participants will have an opportunity to design and implement planned lessons in their classrooms. Notes: Lab fee: \$15. Cannot be taken for S/U credit.

655-659. Problems in Educational Practice (1) (2) (3).

Designed to assist school personnel in the identification, analysis and planning of strategies to overcome specific problems related to educational practices in the school. Inclusion of this course in a program of study requires the approval of the program area committee. Notes: May be retaken for additional credit.

660. Effective Teaching Strategies (3).

This course includes content central to students seeking initial licensure through the MAT program. Focus is on planning, instruction, classroom management, curriculum, and assessment of student progress/learning.

Prerequisite(s): EDUC 600, 601, 602, 605 and SPED 610. Note: Offered in the fall semester.

670. Schooling in American Society (3).

A course for teachers, administrators, counselors and other school personnel that focuses on key issues related to teaching and leading in a democracy. Students explore the social, historical, legal and philosophical foundations of American education and how these foundations affect contemporary schools.

681. Advanced Educational Psychology (3).

An advanced psychological foundations course that examines contemporary research, issues, and trends and their application to effective leadership, critical inquiry, and stewardship in educational professions. Notes: Offered in fall, spring and summer

690. School Internship (8:0-8).

A full semester, field-based student internship in area schools. Teaching assignments will be appropriate to licensure area. Supervision and evaluation of the internship will be provided by Winthrop faculty and public school mentor teacher(s). Prerequisite(s): Completion of all MAT admission and core course requirements except EDUC 695. Corequisite(s): EDUC 695. Notes: Offered in fall and spring. A grade of S or U is recorded.

695. Capstone (1).

The course will allow students to explore and reflect upon current issues in education while enrolled in the school internship semester. Primary focus will be on completion and presentation of a professional portfolio and other outcome-based assessments. Prerequisite(s): Full admission to the MAT program; completion of all core courses except EDUC 690. Corequisites(s): EDUC 690. Notes: Offered in fall and spring.

699. Advanced Field Experiences (3).

Preparation and implementation of a field project in the student's area of emphasis. Prerequisite(s): EDUC 640, permission of instructor and advisor. Notes: A grade of S or U is recorded.

Educational Leadership (EDLD)**601. Leadership (3).**

This course focuses on the theories of leadership and other human processes operating within an educational organization and society as a whole. Prerequisite(s): none. Notes: offered periodically.

602. Techniques of Supervision (3).

Designed for the preparation of general instructional supervisors who will work with elementary or secondary school teachers and for the preparation of subject area supervisors.

603. Curriculum Leadership in Schools (3).

Designed for the preparation of administrators (principals and supervisors) for the management of the curriculum and instruction program in schools in keeping with the objectives of the school district.

604. Principalship for the 21st Century (3).

This course will focus on the administration of schools in the areas of growth and development, leadership, curriculum planning, personnel, decision-making and current issues and trends in organizations.

610. Fiscal and Business Management in Schools (3).

The focus of this course is on the information and management skills needed by principals to successfully operate a public school.

611. School Law (3).

A study of constitutional, statutory and judicial law and current legal issues affecting school administrators and teachers.

612. Technology for the School Leader I (3).

A study of the utilization of computers in the management of information at the local school level. With the use of hands-on activities and demonstrations, the course will primarily focus on generating and using information.

613. Preparing Leaders to Serve Students with Special Needs (3).

Designed for those preparing for school leadership roles. This course will detail the philosophies, legal and pragmatic approaches to serving children with special needs in schools. Emphasis will be on mastering the requirements of the federal and state laws as well as the special needs of families. Notes: Offered periodically.

616. School Personnel Development (3).

A study of the major functions of personnel selection and professional development within the school setting. The study

includes both certified and classified personnel.

619. Conflict Management in Public School Administration (3).

The course will deal with interpersonal conflict, organizational conflict, institutional conflict, school/community conflict, social conflict and all other attending problems. Prerequisite(s): A minimum of two years of teaching experience.

621. Internship I (3:0:3).

The internship is designed as one part of a three-part experience to allow the student to put theory into practice. During this course the candidates work under the supervision of school administrators and participate in problem-solving seminars. The students will identify areas they wish to strengthen. A plan will be developed to enhance their skills in the identified areas which will be implemented during the second and third parts of the internship experience. Prerequisite(s): Prerequisite courses vary depending on the start date of the cohort. At least 9 hours EDLD Specialty Courses are required prior to the beginning of EDLD 621 (Internship One). Notes: A grade of A, B, C or F will be recorded for this Internship. Offered in fall, spring and summer.

622. Internship II (3:0:3).

The internship is designed as one part of a three-part experience to allow the student to put theory into practice. During this course, the candidates work under the supervision of school administrators and participate in problem-solving seminars. The students will identify areas they wish to strengthen. A plan will be developed to enhance their skills in the identified areas which will be implemented during the second and third parts of the internship experience. Prerequisite(s): Prerequisite courses vary depending on the start date of

the cohort. At least 9 hours EDLD Specialty Courses are required prior to the beginning of EDLD 621(Internship One). Successful completion of EDLD 621. Notes: A grade of A, B, C or F will be recorded for this Internship. Offered in fall.

650-659. Problems in Educational Administration (1) (2) (3).

Designed to provide selected problem courses in educational administration to students studying for administrative positions in public schools. Prerequisite(s): A minimum of two years of teaching experience. Notes: May be retaken for additional credit.

Elementary Education (ELEM)

631. Science in the Elementary School (3).

Examination of theory, philosophy and objectives in science in the primary grades. Prerequisite(s): Graduate status or permission of instructor.

636. Mathematics in the Elementary School (3).

A study of teaching mathematics in the elementary school. Attention will be given to contemporary, reform-based strategies in teaching elementary mathematics. Prerequisite(s): Graduate status or permission of instructor.

641. Social Studies in the Elementary School (3).

Students should be familiar with the current trends in social studies education and should develop their research and writing skills. Prerequisite(s): Graduate status or permission of instructor.

English (ENGL)

501. Modern British Poetry (3).

Study of the chief British poets from Yeats, Pound and Eliot to the present. Prerequisite(s): One of the following: ENGL 202, 203 or graduate status. Notes: Offered every odd year in fall.

502. Studies in Non-Western Literature (3).

This course will focus on the major writers of the Non-Western World (Chinese, Japanese, Indian, Arabic, Islamic or African). Notes: Offered every odd year in fall.

503. Major Victorian Writers (3).

Study of 19th-century British literature (poetry, non-fiction prose and fiction) with emphasis on main currents of thought. Prerequisite(s): One of the following: ENGL 202, 203 or graduate status. Notes: Offered every odd year in spring.

504. Modern American Poetry (3).

A survey of American poetry of the 20th century with emphasis on major poets such as Pound, Frost, Stevens, Williams, Bishop, Brooks, Rich and Levertov. Prerequisite(s): ENGL 210, 211 or graduate status. Notes: Offered every even year in spring.

507. History and Development of Modern English (3).

Introduction to language acquisition and the phonology, morphology, and syntax of Old, Middle, and Modern English, with an emphasis on the major causes and patterns of language change. Prerequisite(s): Successful completion of one course in a foreign language.

510. Topics in Literature, Language and Rhetoric (3).

An examination of topics, issues and methodologies. Course content will vary.

Prerequisite(s): CRTW 201 with a grade of C or better and a previous ENGL course or graduate status or permission of chair.
Notes: Offered periodically. May be retaken for additional credit with permission of chair, Department of English.

511. Chaucer (3).

Reading in Middle English of the *Canterbury Tales* and *Troilus and Criseyde*.

Prerequisite(s): One of the following: ENGL 201, 203 or graduate status. Notes: Offered every even year in spring.

512. Middle English Literature (excluding Chaucer) (3).

Survey of Middle English literature, exclusive of Chaucer, with emphasis on major genres and authors. Texts are taught predominantly in Middle English.

Prerequisite(s): One of the following: ENGL 201, 203 or graduate status. Notes: Offered odd year in spring.

513. Milton (3).

Milton's poetry and representative prose, his life and the background of the 17th century. Prerequisite(s): One of the following: ENGL 201, 203 or graduate status. Notes: Offered every even year in fall.

514. Elizabethan Literature (3).

A reading of poetry, prose narratives, drama and critical theory of the English Renaissance. Shakespeare's poetry is included, but not his plays. Prerequisite(s): One of the following: ENGL 201, 203 or graduate status. Notes: Offered every even year in spring.

515. 20th-Century Southern Literature (3).

Study of major fiction, poetry, drama and prose writers from the Nashville Fugitives to James Dickey. Prerequisite(s): One of the following: ENGL 210, 211 or graduate

status. Notes: Offered every even year in fall.

520. 17th-Century English Literature (exclusive of Milton) (3).

Study of Cavalier and Metaphysical poets, important single figures (Donne, Marvell) and outstanding prose stylists.

Prerequisite(s): One of the following: ENGL 201, 203 or graduate status. Notes: Offered every odd year in fall.

521. Restoration and 18th-Century English Literature (3).

A study of selected major works (excluding the novel) with some attention to dramatic comedy, satire, periodical essay, poetry and biography. Prerequisites: ENGL 201, 203, or graduate status. Notes: Offered every odd year in spring.

525. Studies in Irish Literature (3).

Study of Yeats, Joyce and other Irish writers from the viewpoint of history, folklore and mythology. Prerequisite(s): One of the following: ENGL 201, 202, 203 or graduate status. Notes: Offered every even year in fall.

527. English Romantic Poetry and Prose (3).

Study of the major works of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Prerequisite(s): One of the following: ENGL 202, 203 or graduate status. Notes: Offered every even year in fall.

529. 20th-Century American Fiction and Drama (3).

Examination of representative fiction and drama with emphasis on writers such as Hemingway, Faulkner, Updike, O'Neill, Bellow, Warren, Heller, Ellison and Irving. Prerequisite(s): One of the following: ENGL 210, 211 or graduate status. Notes: Offered every odd year in spring.

530. Grammar in Theory and Practice (3).

Review of traditional grammar and introduction to transformation-generative grammar. Note: Effective spring 2013.

600. Materials and Methods of Research in English (3).

A course to acquaint graduate students with advanced research materials, methods and techniques to familiarize them with other major critical approaches to literary study. Notes: Offered in fall.

602. Critical Theory (3).

Study of critical theory and practice from Plato and Aristotle through Derrida; students apply theories to analyses of selected literary work. Prerequisite(s): ENGL 600 or permission of the Director of English Graduate Studies. Notes: Restricted to graduate students only. Offered in the spring.

605. The American Renaissance (3).

Study of the major works of Emerson, Thoreau, Whitman, Hawthorne and Melville.

611. Late 19th-Century American Literature: Realism and Naturalism (3).

Studies realistic and naturalistic theory and practice with emphasis on London, Twain, Norris, James, Crane and Howells.

612. 20th-Century British Fiction and Drama (3).

Study of selected works of Shaw, Forster, O'Casey, Joyce, Lawrence and Beckett and criticism of those works.

615. Seminar in Language and Rhetoric (3).

A seminar either in topics of language and rhetoric, periods or genres. Topics will vary with concentration ordinarily not duplicating material studied in other courses. Notes:

May be retaken for additional credit with permission of chair, Department of English.

618. Seminar in Comparative Literature (3).

This course will focus upon the major writers of the Western World, literary genres, literary themes, literary movements, influences or epochs. Notes: May be retaken for additional credit with permission of chair, Department of English.

620. Readings in English (3).

Texts will be chosen by students in consultation with instructors; research will be directed by instructor. Prerequisite(s): Permission of chair, Department of English. Notes: May be retaken for additional credit.

622. Seminar in British Literature I: Before 1784 (3).

This course will focus on a particular topic, genre or figure(s) in British Literature prior to 1784. Notes: May be retaken for additional credit.

623. Seminar in British Literature II: 1784 and After (3).

This course will focus on a particular topic, genre or figure(s) in British Literature 1784 and after. Notes: May be retaken for additional credit.

624. Seminar in American Literature Before 1900 (3).

This seminar will focus on a genre, topic or author(s) in American Literature before 1900. Notes: May be retaken for additional credit.

625. 20th-Century American Literature (3).

A seminar in special approaches to 20th-century American Literature; approaches might include authors, genre and topics.

Notes: May be retaken for additional credit.

630. The New Grammars (3).

Designed for teachers to study the generative-transformational grammar approach to English syntax. Note: Not offered after fall 2012.

640. Shakespeare: The Plays (3).

Critical study of 10 or 12 plays representing the various genres (comedies, tragedies, histories and romances), illustrating the stages in Shakespeare's development.

650. The African American Novel (3).

A chronological study beginning with the 19th- century African American novel, moving through Harlem Renaissance writers such as Toomer and Hurston and concluding with contemporary ones such as Naylor and Morrison.

655. Topics in the Art of Teaching English (1-3).

Current approaches to teaching language and literature. Only 3 semester hours may be applied toward an MAT or MA degree in English. Notes: May be retaken for additional credit.

695. Thesis I (3).

Individual directed research and writing. Includes study of techniques and sources for scholarly writing. Prerequisite(s): ENGL 600 and 602, or equivalent. Students may not enroll in ENGL 695 while any "Incomplete" grades remain on transcript.

696. Thesis II (3).

Individual directed research and writing. Prerequisite(s): ENGL 600 and 602, or equivalent :ENGL 695 with a grade of C or better. Students may not enroll in ENGL 696 while any "Incomplete" grades remain on transcript.

697. Academic Internship in English (1), (1).

Under supervision of English faculty, students will observe and participate in activities related to the profession or discipline. Prerequisite(s): Permission of chair, Department of English.

698. Academic Internship in English (3).

Graduate Internship in English, rhetoric, or composition. Restricted to graduate students. Notes: Requires permission of the Graduate Director in English. Offered periodically.

English Education (ENGE)

519. Adolescent Literature (3).

Study of literature appropriate for students preparing to teach at the secondary level with emphasis on literature written for adolescents. Notes: Offered in spring.

591. Principles of Teaching English in Middle and Secondary Schools (3).

This course addresses specific instructional needs and techniques related to the teaching of English and is designed for students in the MAT program. Prerequisite(s): Admission to Teacher Education Program.

592. Field Experience In Teaching English (1:0:8).

Students will spend 8 hours in the classroom under the supervision of an English Education Professor and will work with a mentor teacher, in preparation for the final internship experience. Prerequisite(s): Admission to Teacher Education Program at Graduate Level. Notes: A grade of S or U is recorded.

Environmental Sciences/Studies (ENVS)

510. Special Topics in the Environment (3).

A detailed examination of specific subjects in environmental issues, as chosen by the instructor. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit. Offered as needed.

Exercise Science (EXSC)

511. Physical Activity for Special and Aging Populations (3).

An examination of the physiological changes occurring in senior adults and persons with disabilities and hypokinetic diseases. In addition, the impact of physical activity on health, hypokinetic diseases, daily functioning, and quality of life are explored. Prerequisite(s): PHED384/385. Co-requisite: PHED 480/481

Family and Consumer Science (FACS)

500. Family Life Education (3)

This course will examine issues that influence families across the lifespan, roles and responsibilities of individuals within the family, family and consumer sciences professions and their place in 21st century communities. Prerequisite: Restricted to Family and Consumer Sciences majors or written permission by instructor for non-majors with a GPA of 2.25 or better. Notes: Family and Consumer Sciences students must earn a grade of C or better and may not elect the S/U option. Offered in the spring.

501. Residential Technology (3).

This course examines technological changes, trends, and issues that affect the family residence. Practical information is provided about planning, building and

maintaining a home. Prerequisite(s): Restricted to Family and Consumer Sciences majors or written permission by instructor for non-majors with a GPA of 2.25 or better. Notes: Family and consumer Sciences students must earn a grade of C or better and may not elect the S/U option. Lab Fee: \$30. Offered in the spring.

502. Family Resource Management (3).

This course focuses on the tools required by the Family and Consumer Sciences professional to assist others in achieving a sense of security, understanding resources available, and effectively managing resources in order to improve the well-being of families throughout the life span. Prerequisite(s): Restricted to Family and Consumer Sciences majors or written permission by instructor for non-majors with a GPA of 2.25 or better. Notes: Offered in fall.

573. Career Education (3:3:0)

Provides background knowledge and skills in designing and implementing career and technology education programs including shadowing, service learning, mentoring, internships, co-ops, and apprenticeships. Career planning, job search and presentation skills are developed. Prerequisite: Restricted to Family and Consumer Sciences majors or written permission by instructor for non-majors with a GPA of 2.25 or better. Notes: Family and Consumer Sciences students must earn a grade of C or better and may not elect the S/U option. Offered in the fall.

Finance (FINC)

512. Investments (3).

A practical investment course that focuses on portfolio management through the use

of an investment simulation.

Prerequisite(s): Grade of C- or better in FINC 311.

513. Banking and Financial Service Management (3).

The application of financial management techniques is employed to the economic and regulatory environment of banks and financial service companies. Prerequisite(s): Grade of C- or better in FINC 311.

514. International Financial Management (3).

The course examines factors that affect a company's financial management decisions in a global environment. Managerial finance in the multinational firm receives special attention. Prerequisite(s): Grade of C- or better in FINC 311.

515. Insurance and Risk Management (3).

This course will explore the principles of insurance. It will include an analysis of risk and strategies to eliminate, minimize or transfer risk. Students will become familiar with the key components of life, accident and health insurance policies as well as property and casualty. Prerequisite(s): A grade of C- or better in FINC 311.

516. Employee Benefits and Retirement Planning (3).

Students will learn the various group insurance and retirement programs offered by employers. Students will also become familiar with employee stock option plans and retirement needs analysis. Strategies to meet one's retirement goals and objectives will be covered. Prerequisite(s): A grade of C- or better in FINC 311.

670. Principles of Finance (1).

This course serves as a prerequisite for the MBA program for those who have not previously taken finance and/or need a

review of prior finance taken. This one hour course reviews briefly the key topics generally covered in principles of finance course. Does not count toward the 36 hours required for the MBA degree.

Prerequisite(s): ACCT 670 or undergraduate waiver for ACCT 280 & 281, or successful completion of approved tests. Offered periodically.

680. Financial Policy Management (3).

This course is designed to prepare financial managers with a practical understanding of the core financial concepts that are used in business. Prerequisite(s): FINC 670, or undergraduate waiver for FINC 311, or successful completion of an approved test. Prerequisite(s): FINC 670, or undergraduate waiver for FINC 311, or successful completion of an approved test. Note: Offered periodically.

681. Advanced Financial Management (3).

This course focuses on using financial statements in valuation. Students will learn the development of valuation models including asset-based valuation models. The course employs valuation models for purposes of valuing companies, for making individual and corporate investment decisions, and for evaluating and directing management. Prerequisites: ACCT 306, ACCT 654, or ACCT 680; and FINC 680. Note: Offered spring, summer, and fall.

682. Corporate Financial Analysis (3).

Students will learn how to use computer tools for corporate financial analysis. Topics will include financial statement analysis and forecasting, revenue forecasting, capital budgeting, cash budgeting and others. A heavy emphasis is placed on building spreadsheet models for analysis and experimentation.

Prerequisite(s): FINC 680 or FINC 655. Note: Offered in the fall.

French (FREN)

From time to time, an additional course dealing with a special topic in French may be offered if sufficient student interest is indicated and a faculty member is available to teach the course. Consult the department chair about such a course.

Prerequisite for all 500-level French courses: completion of 18 semester hours of French or equivalent or permission of the chair, Department of World Languages and Culture.

510. Topics in Language and Literature (3).

Course content will vary, depending on student interest and faculty expertise. Prerequisite: French 401 or French 402 or permission of the instructor. Notes: May be retaken for additional credit with permission of chair, Department of Modern Languages.

513. Drama of the 17th Century: Corneille, Racine and Moliere (3).

A study of selected major works of the three major dramatists of the seventeenth century. Prerequisite(s): French 401 or 402 or permission of the instructor. Note: Offered variable times.

517. 18th-Century Literature (3).

Study of the major literary works of the French Enlightenment, with some attention to historical, political and social, musical and artistic parallels. Prerequisite(s): FREN 401 or 402 or permission of the instructor. Note: Offered variable times.

523. Modern Novel (3).

A survey of major themes and developments in the modern French novel. Prerequisite(s): FREN 401 or 402 or permission of the instructor. Note: Offered variable times.

550. Medieval French Literature (3).

A study of the literary traditions of medieval France through an examination of works representing the major genres, writers and themes of the period. Prerequisite(s): FREN 401 or 402 or permission of the instructor. Note: Offered variable times.

560. Writers of the French Renaissance (3).

An introduction to the major writers of the 16th-century whose texts forged new parameters in French literary expression. Prerequisite(s): FREN 401 or 402 or permission of the instructor. Note: Offered variable times.

575. French Literature in Translation (3).

Readings and discussions of major works of French literature in English translation. A knowledge of French is not required. Course content can vary depending on the instructor. Prerequisite(s): Open to advanced undergraduate and graduate students. Notes: Undergraduate French majors cannot use FREN 575 towards the BA. Offered variable times.

590. Contemporary France (3).

A survey of cultural, historical and intellectual developments from the end of World War II to the present. Prerequisite(s): FREN 401 or 402 or permission of the instructor. Note: Offered variable times.

593. Advanced Grammar and Composition (3).

Study of sophisticated and more subtle aspects of French grammar and composition techniques. Prerequisite(s): French 310 and 410 or permission of the instructor. Notes: Offered variable times.

695. Thesis (3).

696. Thesis (3).

Geography (GEOG)

500. Global Environment and Sustainable Development (3).

This course discusses the question of sustainability, a new economic agenda of development that seeks a balance with issues of environmental protection and social equity so that the short-term needs of our generation do not compromise those of the future. Prerequisite(s): GEOG 101 or permission of the instructor. Notes: Offered every fall.

501. Geographical Information Systems (3:2:2).

The purpose of this course is to further develop skills and knowledge in concepts and techniques of GIS by studying its application to a variety of geographic and environmental problems (e.g., resource management, biophysical systems, business, public facilities, health and disease). For each application, the topics studied include the sources and properties of the data contained in the GIS, the functions and analysis used in the application, as well as the types and uses of graphic, tabular and data products of the application. Prerequisite(s): Permission of instructor. Notes: Offered periodically.

525. Traveling Graduate Seminar in Geography (3).

Problem-oriented short course, which visits selected locations in North America, Mexico or the West Indies. Offered concurrently with GEOG 325. Prerequisite(s): 6 hours of geography or permission of instructor. Notes: Offered occasionally.

610. Medical Geography (3).

This course applies concepts and techniques used in geography to investigate nutrition, health, and well-being. It

provides introduction to health-related topics, health outcomes, and health care resources from a geographical perspective. Topics include diffusion of disease, human modification of environment and health, inequalities in health outcomes and health care resources, and methods for spatial epidemiology and analysis. Prerequisite(s): Graduate student status or permission of instructor.

Geology (GEOL)

551. Research (3-0-3).

Scholarly research conducted with geology faculty member. Prerequisite(s): GEOL110/113, and GEOL 210, 220, 340, 360, or 401 and permission of the Department Chair.

German (GERM)

506. German Critical Thought and Thinkers (3).

Will introduce the student to the richness of critical thought found in the intellectual heritage of German speaking countries. Note: Offered variable times.

510. Special Topics in German Language (3).

Advanced seminar offers the faculty and students an opportunity to intensively investigate a single author, movement or genre in Austrian, German and Swiss literature. Notes: Offered variable times. May be retaken for additional credit with permission of chair, Department of World Languages and Culture.

520. Interrelation of German Music and Literature (3).

Examines the important interrelation between word and music in Germany and Austria in the 18th, 19th and 20th centuries. Note: Offered variable times.

575. German Literature in Translation (3).

Readings and discussions of major works of German literature in English translation. A knowledge of German is not required. Course content can vary depending on the instructor. Prerequisite(s): Open to advanced undergraduate and graduate students. Note: Offered variable times.

580. Techniques of Translation and Interpretation (3).

Will introduce the advanced German students to techniques and stylistics of translation and interpretation, essential skills necessary both for scholarship and for employment options with international agencies. Note: Offered variable times.

Gerontology (GRNT)

504. Sociology of Aging (3).

Analysis of the major social forces that affect aging and the ways modern society responds in planning for its older adults. Notes: Cross listed as SOCL 504. Offered in the spring.

Graduate Studies Continuing (GSTC)

600. Continuing Graduate Studies (0).

This course is intended for graduate students who are continuing work on a graduate thesis, or special research topic, or preparing for comprehensive exams and who are not enrolled in any other coursework. Required of all candidates not otherwise enrolled in the semester of graduation. Prerequisite(s): Permission of department/division chair. Notes: Lab Fee: \$35.

Health (HLTH)

500. Contemporary Health Problems (3:3-3).

This course is designed to examine contemporary health concerns from a global perspective and how those issues filter down to the individual. Prerequisite(s): Junior status. Notes: Offered every other fall.

501. Substance Abuse Education (3:3-3).

This course is designed to discuss the effects of the use and abuse of alcohol, tobacco and other drugs on both the individual and society. Prerequisite(s): Junior status. Notes: Offered in spring.

506. Human Sexuality (3).

A study of the problems, questions and issues of human sexuality as they relate to personal health and well-being.

507. Women's Health Issues (3:2-2).

A study of the questions, issues and problems of women's health as they relate to personal and community health and well-being. Notes: Cross-listed with WMST 507. Offered every other fall.

600. Health Promotion (3).

This course is designed to provide an understanding of health factors affecting morbidity and mortality, behavior change and applicable strategies for intervention. Prerequisite(s): Graduate status. Notes: Offered every other spring. Cross-listed with WMST 507.

608. Methods of Teaching Human Sexuality (3).

Methods of teaching human sexuality are emphasized to strengthen course participants' teaching techniques and classroom procedures. Notes: Offered on demand.

634. Health Curriculum Development and Methods (3).

This course provides an overview of strategies and methods for teaching health in various settings. Methods and strategies for specific settings will be explored.

640. Health Education Research and Program Evaluation (3).

This course is designed to allow students to develop assessment plans, apply evaluation techniques to part of these assessment plans, to interpret results of various program evaluations, and to infer implications from these assessments to future programming.

681. Health and Physical Education Needs Assessment, Program Planning and Implementation (3).

This course will investigate techniques for conducting needs assessments in various setting and how to implement program changes based on these assessments. In addition, students will explore implementation strategies for programs based on needs and interest, social and cultural environments and growth and development factors.

695. Field Work Experience in Health Education (1:0:1).

This course will provide applied experience in a school or community based setting. Each student will spend a minimum of 30 hours in a supervised field work setting.

History (HIST)**501. This History of Social Movements in America (3).**

The History of Social Movements in America deals with the struggles of American citizens from the 18th to the 21st centuries. This course examines the actions, the rhetoric, and the impact of social movements in American history over time

and explores the connections between local grassroots efforts and national political action. Prerequisite(s): HIST 211 and HIST 212. Note: Offered in spring.

505. History of South Carolina (3).

A survey of the development of South Carolina, emphasizing political, economic and cultural developments. Note: Offered variable times.

507. Cultural and Intellectual History of the United States (3).

A study of American thought and culture from the colonial era until the present day. Note: May be retaken for credit.

509. African-American History (3).

A survey of the experiences and contributions of blacks from the African origins to the present. Note: Offered variable times.

515. The United States as a World Power since 1898 (3).

A survey focusing on the principles of American foreign policy and their historical evolution. Note: Offered variable times.

518. A History of the Old South (3).

A history of the Old South from its founding to the eve of the Civil War. Note: Offered variable times.

521. The New South (3).

A study of Southern institutional development from Reconstruction to the present. Note: Offered variable times.

522. Southern Religious History (3).

This course explores the social, cultural, and political impact that religion has had on the American South from the colonial era through the recent past. It examines the rise and ultimate predominance of evangelical Christianity and the manner in which the region evolved from the "Sinful

South" to the Bible Belt. The South has had a vital and diverse religious culture that included both religious proslavery and a slave religion that rejected divine sanction of slavery, that nurtured such movements as Pentecostalism and Fundamentalism, and that offered sustenance to both the Civil Rights Movement and the Religious Right.

524. The Emergence of Modern America, 1877-1933 (3).

A study of industrialization, populism, urbanism, Social Darwinism, imperialism, Progressivism, World War I and its aftermath. Note: Offered variable times.

525. The United States since 1939 (3).

A study of political, social, economic and diplomatic developments since 1939 with particular attention to the recent past. Note: Offered variable times.

527. The American Revolution (3).

Explores the origins, substance and outcome of the American Revolution from the French and Indian War through the Federalist Era. Particular attention will be devoted to examining the different expectations that different segments of colonial society brought to the Revolution and the extent to which these hopes were realized by the creation of a New Nation. Note: Offered variable times.

530. World Environmental History (3).

A comparative examination of world environmental history. Note: Offered variable times.

540. Ancient Greece and Rome (3).

A survey of the history of Greece and Rome from the first Bronze Age civilization on Crete to the barbarian migrations of the 5th-century A.D. Note: Offered variable times.

542. Medieval European History (3).

A study of European politics, society and culture from the fall of the Roman Empire to the 15th-century. Note: Offered variable times.

547. History of Modern Russia (3).

A survey of Russian history, focusing on events from the development of revolutionary movements in the 19th-century until the present. Note: Offered variable times.

548. History of Modern Germany (3).

History of Germany since the 1850s, including the rise of Bismarck, the unification of Germany, the First World War, Hitler, the Third Reich, the Holocaust, division between East and West in the Cold War, and reunified Germany's present-day dominant role in Europe.

550. Special Topics in History (3).

Advanced in-depth consideration of specific topics of particular concern within history. Notes: May be retaken for additional credit under different topics. Offered variable times.

553. China since 1600 (3).

A survey of the history of modern China since circa 1600 (since the Qing Dynasty). Notes: Offered variable times.

554. Women in Modern China (3).

This course explores aspects of Chinese women's lives from the mid-19th century to the present, with particular focus on women's family roles and socioeconomic activities, the sources and development of their agency, and the women's rights movement. Themes include women and modernity, women and the state, and women and family. Prerequisite(s): Sophomore standing or permission of instructor.

555. Chinese Foreign Relations (3).

This course explores China's foreign relations and foreign policy from the mid-19th to the 21st centuries, with particular focus on the conflicts among different notions of world order. Themes include nationalism and internationalism, the Unequal Treaties from the mid-19th century to 1949, Mao Zedong's foreign policy, and China's rise in the late 20th century. Prerequisite(s): Sophomore standing or permission of instructor.

561. The History of the Caribbean (3).

The study of socioeconomic and political trends of the major islands in the Caribbean Sea from the colonial period to the present. Notes: Cross-listed with AAMS 561. Offered variable times.

601. Academic Internship to History (3).

Prerequisite(s): Open to majors only. Permission of chair, Department of History. Notes: A grade of S or U is recorded. Offered variable times.

602. Graduate Research in History (3).

This course provides an opportunity to engage in intensive, individual historical research under the guidance of a member of the graduate history faculty. Prerequisite(s). Graduate status and permission of the History Graduate Program Director. Notes: Offered variable times. May be taken for additional credit. Permission of Graduate Director required.

603. History Colloquium I (3).

An advanced survey and historiographical study of a specific historical field that includes an in-depth analysis of a broad array of primary and secondary sources. Prerequisites: Graduate standing. Notes: Offered fall, spring and summer.

604. History Colloquium II (3).

An advanced survey and historiographical study of a specific historical field that includes an in-depth analysis of a broad array of primary and secondary sources. Prerequisites: Graduate standing. Notes: Offered fall, spring and summer.

610. Great Issues in American History (3).

Advanced, in-depth consideration of special topics in American history. Notes: May be retaken for additional credit under different topics.

611. America at War In the 20th-Century (3).

From the 1898 Spanish-American War to 1991's Desert Storm, the scope of this graduate course allows us to discuss in a seminar environment nearly 100 years of our nation's history. Notes: Offered in fall.

612. History of Education (3).

A graduate-level seminar on the role of education in American society from the colonial period to the present. Cross-listed as EDUC 672.

614. Colonial and Revolutionary America (3).

A survey of U.S. History from cultural contact between Indians and Europeans through the era of the American Revolution.

615. American Civil War and Reconstruction (3).

A History of the coming of the American Civil War, The War itself and the ensuing Reconstruction period.

616. Aspects of American Social History (3).

Emphasis on women, the family and other topics in 19th-century social history.

618. Comparative Slavery in the Americas (3).

A study of the role and status of slave and free blacks in the 19th-century societies of Canada, Latin and Spanish America, the Caribbean and the United States.

620. History of American Women (3).

A graduate reading colloquium which focuses upon the history of women in the United States from the colonial period to the present.

625. 20th-Century U.S. Foreign Policy (3).

A graduate seminar which focuses on 20th-century foreign policy in the United States.

640. Great Issues in Modern European History (3).

Advanced, in-depth consideration of special topics in modern European history. Note: May be retaken for additional credit under different topics.

641. The Expansion of Europe (3).

European expansion from the Renaissance through the late 19th-century.

643. The Era of the French Revolution (3).

A study of the origins and history of the French Revolution and its impact on Europe. It spans the period from the Age of Reason to the downfall of Napoleon.

650. Great Issues in Asian History (3).

An introduction to current scholarship and historiographic trends on comparative issues in modern Asian history. The focus of the course will shift to reflect changes in scholarship. Note: May be retaken for additional credit under different topics.

655 A. Traveling Seminar in History (1).

An introduction, overview and in-depth study of a particular country or region which will accompany a study tour of the same region. Prerequisite(s): Permission of instructor.

655 B. Traveling Seminar in History (2).

An introduction, overview and in-depth study of a particular country or region which will accompany a study tour of the same region. Prerequisite(s): Permission of instructor.

655 C. Traveling Seminar in History (3).

An introduction, overview and in-depth study of a particular country or region which will accompany a study tour of the same region. Prerequisite(s): Permission of instructor.

695. Thesis (3).

Conduct advanced research in both primary and secondary sources on a specific historical topic and complete a draft of a thesis chapter.

Prerequisite(s): Permission of a committee comprised of the chair, graduate director, and an additional member of the Department of History; submission of a prospectus and preliminary bibliography approved by that committee. Notes: Offered in fall and spring.

696. Thesis (3).

Continue advanced research and writing, culminating in the completion of a thesis. Prerequisite(s): Satisfactory completion of HIST 695; permission of chair, Department of History. Notes: offered in fall and spring.

Human Nutrition (NUTR)

518. Medical Nutrition Therapy Laboratory (1)

Application of clinical skills related to the Nutrition Care Process. Prerequisite: NUTR 427 or equivalent. Note: Offered in the spring and fall.

520. Sports Nutrition (3).

Assessment of specific nutritional needs of intercollegiate and recreational athletes. Prerequisite(s): NUTR 221 and BIOL 308. All NUTR courses numbered above 499 have a prerequisite of Junior status. Notes: Offered in fall, spring, and summer.

521. Nutrition and Metabolism (3).

Physiological and biochemical bases of nutrient utilization and energy metabolism. Prerequisite(s): BIOL 308 and NUTR 421 with a grade of C or higher. Notes: Lab Fee: \$15. Offered in the fall.

523. Food Science Principles (3).

Chemical and physical factors affecting food composition and quality. Prerequisite(s): Grade of C- or higher in NUTR 231 and 232; CHEM 106/108 or equivalent; or permission of instructor. Corequisite: NUTR 524. Notes: Offered in spring.

524. Sensory and Objective Evaluation of Foods (1:0:3)

Sensory and objective evaluation of food products prepared in the laboratory. Notes: Lab fee: \$50. Offered in the spring. Corequisite: NUTR 523.

527. Medical Nutrition Therapy (3).

Nutritional requirements and care of acutely ill patients. Prerequisite(s): NUTR 427 with a grade of C or higher and permission of instructor. Notes: Lab fee: \$15. Offered in the fall.

528. Dietetic Internship I: Nutrition Therapy Inpatient/Acute Care (3:0:20)

ACEND accredited dietetic internship in facilities providing acute/inpatient care. Prerequisite: Acceptance into the dietetics internship and completion of Didactic program requirements and permission of the instructor. Corequisite: NUTR 529. Notes: Lab fee: \$100. A grade of S or U is recorded. Offered in the fall.

529. Dietetic Internship II: Outpatient Nutrition Therapy, Education, Wellness, and Consultation (3:0:20).

ACEND accredited internship. Prerequisite: Acceptance into the dietetic internship program and completion of the Didactic program requirements and permission of the instructor. Corequisite: NUTR 528. Notes: Lab Fee: \$100. A grade of S or U is recorded. Offered in the fall.

530. Dietetic Internship III: Food and Nutrition Management (3:0:20)

ACEND accredited internship experiences in food systems management. Prerequisites: Acceptance into the dietetic internship; completion of didactic program requirements in dietetics; and permission of instructor. Notes: Lab Fee: \$100. A grade of S or U is recorded. Corequisite: NUTR 531. Offered in the spring.

531. Dietetic Internship IV: Professional Development in Dietetics. (3:0:20).

ACEND accredited dietetic internship. Prerequisite: Acceptance into the dietetic internship program and completion of the Didactic program requirements and permission of the instructor. Corequisite: NUTR 530. Notes: Lab Fee: \$100. A grade of S or U is recorded. Offered in the spring.

551-569. Special Topics: Food and/or Nutrition (1, 2, or 3).

Individual student projects executed in the laboratory, library and/or in the community. Prerequisite(s): Permission of chair, Department of Human Nutrition. Notes: Offered in fall and spring.

600. Seminar in Food and Nutrition (3).

Issues, trends and research related to current concerns within selected areas of food and nutrition. Prerequisite(s): NUTR 421 or equivalent. Notes: Offered every fall in odd years. May be retaken for additional credit.

604. Readings in Medical Nutrition Therapy (3).

Review of current literature and evidenced-based protocols in medical nutrition therapy for selected disease states. Prerequisite(s): Must be a dietetic intern or a registered dietitian. Notes: Offered every fall

605. Nutrition Assessment (3).

The course is designed to provide an overview of methods that are available for measuring the adequacy of dietary intakes, nutrient reserves and health and function in relation to nutrition for both individuals and populations. Prerequisite(s): NUTR 427 or equivalent. Notes: Lab fee: \$50. Offered even years in the spring.

607. Research Methods (3).

Understanding and applying research; developing basic skills in writing proposals and conducting research. Prerequisite(s): NUTR427 or equivalent. Notes: Offered in fall.

610. Nutrition in the Developing World (3).

Special nutrition problems and needs of developing nations; world food supply; social and cultural context; and specific

nutritional deficiencies in developing nations are considered. Prerequisite(s): NUTR 221. Notes: Offered periodically.

620. Maternal and Child Nutrition (3).

The unique nutritional needs of infants and children, pregnant and lactating women, and the means of achieving improved nutrition for these groups. Prerequisite(s): NUTR 421 or equivalent. Notes: Offered periodically.

621. Nutrition and Aging (3).

Physiological and nutritional requirements of individuals 60 years of age and older. Prerequisite(s): NUTR 421 or equivalent. Notes: Offered periodically.

623. Intermediary Metabolism (3).

Regulation of carbohydrate, protein and fat metabolism in the human body. Prerequisite(s): NUTR 521 or equivalent and CHEM 310 or equivalent. Notes: Offered periodically. Lab Fee: \$10.

624. Vitamin Metabolism (3).

The absorption, metabolism and function of vitamins in humans. Prerequisite(s): CHEM 310 or equivalent and NUTR 521 or equivalent. Notes: Lab Fee: \$10. Offered in the fall or spring.

625. Abnormal Metabolism (3).

Nutritional implications of metabolic disorders. Prerequisite(s): NUTR 427 and 521 or equivalents. Notes: Offered periodically.

626. Mineral Metabolism (3).

The metabolism, absorption and function of minerals in humans. Prerequisite(s): CHEM 310 or equivalent, NUTR 521 or equivalent. Notes: Lab Fee: \$10. Offered in the fall or spring depending on need.

627A. Recent Developments in Nutrition and Dietetics (1).

Review of current literature in nutrition and dietetics. Prerequisite(s): NUTR 427 or equivalent. Notes: Offered variable times. May be repeated for a maximum of 3 hours credit. A grade of S or U is recorded.

627B. Recent Developments in Nutrition and Dietetics (2).

Review of current literature in nutrition and dietetics. Prerequisite(s): NUTR 427 or equivalent. Notes: Offered variable times. May be repeated for a maximum of 3 hours credit. A grade of S or U is recorded.

627C. Recent Developments in Nutrition and Dietetics (3).

Review of current literature in nutrition and dietetics. Prerequisite(s): NUTR 427 or equivalent. Notes: Offered variable times. May be repeated for a maximum of 3 hours credit. A grade of S or U is recorded.

695. Thesis (3).

Development of an individual investigation. Prerequisite(s): NUTR 607. Notes: A grade of S or U is recorded. Credit for NUTR 695 is not awarded until NUTR 696 is completed.

696. Thesis (3).

Completion of an individual investigation. Prerequisite(s): NUTR 607 and 695. Notes: A grade of S or U is recorded.

Integrated Marketing Communication (IMCO)

553. Special Topics in IMC (3).

Prerequisite(s): Junior status, 2.0 GPA and permission of chair, Department of Mass Communication. Notes: Offered variable times. May be retaken for additional credit.

International Studies (INAS)

520. International Service Learning (3:1:2).

Interdisciplinary work experience overseen by a professional at an approved location outside of the United States under the academic direction of a Winthrop University professor. Students are required to work in an approved volunteer activity while pursuing individual or group academic research pertinent to the service area. Notes: Course may be repeated for credit. Offered in fall, summer and spring.

625. Seminar in International Area Studies (3).

An interdisciplinary, interregional study of a contemporary global problem. Note: Offered variable times.

Liberal Arts (LART)

601. The Search for Order: The Empirical Eye (3).

The first of three core colloquia examines how we search for order through sensory experience including, for example, the scientific approach.

602. The Search for Order: The Rational Eye (3).

Investigates how we search for order through reason, logic and other mental processes exemplified in such disciplines as philosophy and mathematics.

603. The Search for Order: The Intuitive Eye (3).

Explores how we search for order through aesthetic, emotional and contemplative means embodied in the arts, literature and myths.

604. Capstone Colloquium (3).

Master of Liberal Arts students design, with the help of an advisor, and complete a scholarly project focused by a theme or idea arising out of the student's individual course of study. Prerequisite(s): LART 601, 602 and 603. Notes: To be taken as the student's last course in the MLA program.

605. Interdisciplinary Seminar (3).

A seminar on such interdisciplinary topics as the theory of aesthetics, good and evil, and time. May be retaken for additional credit with MLA director's permission. Prerequisite(s): LART 601, 602, and 603.

Management (MGMT)**522. Growing and Developing Talent (3).**

A course covering the key principles of performance management and employee development within organizations with an emphasis on applying the principles to contemporary business issues. Prerequisite(s): MGMT 322.

523. Collective Bargaining and Labor Relations (3).

Recognition, negotiation and administration of labor agreements in the public and private sector. Also covered is the bargaining process in general and human resource management in a union-free environment. Prerequisite(s): MGMT 321. Notes: Offered in fall and spring.

524. Employment Law (3).

Private and public sector employment law with emphasis on labor relations, employment discrimination and current trends in the public policy of regulation of the employment relationship. Prerequisite(s): MGMT 321. Notes: Offered in fall, spring and summer.

526. Talent Management Seminar (3).

Capstone course designed to integrate all areas of talent management. Prerequisite(s): MGMT 322, MGMT 323, MGMT 522, ACCT 280 and QMTH 206 or graduate standing and MGMT 622 and MGMT 522.

529. International Management (3).

Cultural, legal and ethical context of international management. International strategic, operational, human resources and information systems. Organization and control systems. Cross-cultural issues in communication, leadership, motivation, negotiation and teamwork. Prerequisite(s): MGMT 321.

575. Business Ethics (3).

Broad overview of the effect of ethics on business decision-making in an increasingly complex world. Covers methods for analyzing and applying personal values and to recognize organizational and environmental forces that influence ethical behavior. Heighten student abilities to recognize ethical issues and engage in effective ethical debate in a business setting. Prerequisite(s): CRTW 201 with a C- or better or graduate standing. Cross-listed as PHIL 575.

622. Advanced Human Resource Management and Labor Relations (3).

A comprehensive study of the issues, decision variables and public policy considerations for the management of an organization's human resources with special attention on public and private sector differences, international variation and unions. Prerequisite(s): MGMT 327 and 422 or equivalents; or permission of instructor. Notes: Offered on demand.

652. Quality Management and Control (3).

The fundamentals of quality management and control in manufacturing and service producing processes; the principal tools used in quality management and how these tools can be put into practice.

659. Principles of Public Relations (3).

Purposes and practices of public relations, its role in management and society and its potential as a career. Notes: Offered in spring

661. Information Systems (3).

Study of the organizational usage of information systems and technology. Emphasis is on the impact of information systems on organizations regarding competitive advantage, structure, decision-making and individual productivity. Notes: Offered in fall, spring and summer.

675. Leadership Dynamics (3).

The dynamics of leadership explored through theory, organizational learning and group dynamics, in-depth case study, diagnostic tools and self-development. Prerequisite(s): MGMT 321.

680. Organizational Leadership and Communications (3).

This course is designed to address the essential elements of leadership and communications in organizations. Students will be challenged to understand and use different models of communication by applying communication tools and techniques, as well as demonstrate an understanding of leadership theory, processes, and application to organizations. Notes: Offered periodically. Must have graduate status.

681. Business and Society (1.5).

A survey course wherein students will learn about stakeholders and stakeholder

management, corporate governance, business ethics, and social issues that lie inside and outside the organization. Offered periodically. Must have graduate status.

682. Organizational Behavior/Organizational Development (3).

This course explores the evolutionary development of organizational theory and behavior at the micro and macro levels of analysis, and examines the relationships to economic, social, political, and technological changes in society. Notes: Offered periodically. Must have graduate status.

683. Sustainable Operations (3).

Strategy, design, and management of service and manufacturing operations that are environmentally sustainable, ethically responsible, and customer-focused. Managing quality, design, technology, projects, and inventory in the organization and supply chain. Prerequisite(s): Core MBA course in Statistics (QMTH 680). Note: Offered periodically.

684. Strategic and International Issues in Management (3)

Seminar in strategic management designed to integrate business functions and examine issues that develop in the relationship between organizations and their changing environment, both global and domestic. Prerequisites: ACCT 680, MGMT 680, MGMT 682, and MGMT 683. Note: Offered periodically.

Marketing (MKTG)**581. Marketing for Global Competitiveness (3).**

Prepares managers for the challenges of competing in the global marketplace. Prerequisite(s): MKTG 380.

680. Marketing Management (3).

A graduate marketing course that introduces marketing mix planning in an environment that integrates buyer behavior, marketing research, branding, demand analysis and sales forecasting, and relevant concepts from economics, accounting, finance, under a variety of environmental conditions. Prerequisite: QMTH 680 and graduate status. Note: Offered periodically.

681. Strategic Marketing Seminar (3).

This capstone course explores current issues and trends in the rapidly changing arena of marketing, from both a theoretical and practical perspective. Instruction will include a selection of current readings, guest speakers, and experiential learning projects that will require students to use concepts and tools learned in previous courses in the program. Creativity practices and innovation strategies will be applied in conjunction with the development of marketing strategies and tactics for an area business. Prerequisite(s): MKTG 680. Note: Offered periodically.

Mass Communication (MCOM)**510. Magazine Editing and Production (3).**

Theory and techniques of magazine editing and production; editorial objectives and formulas, issue planning, article selection, layout, illustration, typography, printing and circulation. Magazine project required. Prerequisite(s): Junior status and 2.0 GPA. Notes: offered occasionally.

551-553. Special Topics in Mass Communication (1) (2) (3).

Prerequisite(s): Permission of instructor. Notes: Offered occasionally. May be retaken for additional credit. May count only as elective hours for MCOM majors and minors.

615. Issues in Literature of Mass Communication (3).

Seminar in basic issues and problems in journalism and mass communication as presented in significant books and journals. Notes: Offered at variable times.

Mathematics (MATH)**503. Vector Calculus (3).**

Vectors, tensors, differential forms, covariant differentiation, curvature and elementary differential geometry. Prerequisite(s): MATH 301. Note: Offered variable times.

509. Real Analysis (3).

Topics in the study of functions of a real variable, including limits, continuity, differentiability, sequences, series. Prerequisite(s): MATH 310. Notes: Offered in fall.

520. Foundations of Geometry (3).

Topics in Euclidean and non-Euclidean geometry, including incidence geometry, congruence, similarity, area theorems, circles and spheres. Prerequisite(s): MATH 300. Notes: Offered in fall.

522. Elements of Set Theory and Introduction to Topology (3).

Fundamentals of set theory and point-set topology, including functions, Cartesian products, topological spaces, open and closed sets, metric spaces, connected and compact spaces. Prerequisite(s): MATH 300 and MATH 301. Notes: Offered variable times.

535. Numerical Analysis (3).

Analysis of algorithms, including polynomial approximation of real functions, numerical differentiation and integration and manipulation of matrices. Prerequisite(s): MATH 300 and 301 or permission of chair,

Department of Mathematics. Notes:
Offered on demand.

541. Probability and Statistics I (3).

Probability theory from an axiomatic viewpoint, including combinatorics, discrete and continuous random variables and multivariate distributions. Prerequisite(s): MATH 301 and MATH 341 or permission of department chair for MAT students. Notes: Offered in spring.

542. Probability and Statistics II (3).

Statistical inference from a mathematical viewpoint, including the central limit theorem, point and interval estimation and regression. Prerequisite(s): MATH 541. Notes: Offered variable times.

543. Introduction to Stochastic Processes (3).

A survey of stochastic processes and their applications to probabilistic modeling. Topics will include discrete and continuous time Markov processes, Poisson process and time-series analysis. Prerequisite(s): MATH 300 and 541. Notes: Offered variable times.

545. Statistical Theory and Methods (3).

Analysis of linear models, including both regression and ANOVA models. Contingency tables are also studied. Prerequisite(s): MATH 541. Notes: Offered periodically.

546. Applied Statistics for the Sciences (3). Statistical methods studied in introductory statistics will be extended to the analysis of more complex models/designs. Applications will include examination of data associated with the biological and health sciences. Topics include multiple regression, multinomial experiments, contingency tables, analysis of variance, and nonparametric procedures. The statistical package SAS will be utilized.

Prerequisite(s): MATH 141, MATH 341, or equivalent experiences in undergraduate programs for graduate students. Notes: Offered in fall.

547. Introduction to Categorical Models (3).

An introduction to the analysis of categorical data. Topics will include methods for comparison of binomial proportions, $r \times c$ contingency tables and logistic and log linear modeling. Prerequisite(s): MATH 542. Notes: Offered on request.

550. Special Topics in Mathematics (3).

In-depth study of a mathematical topic. Prerequisite(s): Permission of department chair or instructor. Notes: May be repeated for credit once for each topic.

551. Algebraic Structures (3).

Theory of rings and fields, with special attention to PID's, UFD's, Euclidean domains and modules. Prerequisite(s): MATH 351 or equivalent. Notes: Offered alternate years in fall.

553. Theory of Numbers (3).

Divisibility, primes, congruences, special functions, continued fractions and rational approximations. Prerequisite(s): MATH 351 or equivalent. Notes: Offered spring of alternate years.

575. Optimization Techniques II (3).

A continuation of MATH 375. Areas of study include mathematical modeling, integer programming, combinatorial optimization and network algorithms. Prerequisite(s): MATH 375. Notes: Offered variable times.

671. Graduate Research in Mathematics (1-3).

An in-depth examination of a particular topic in graduate mathematics. Prerequisite(s): 18 hours of MATH courses, and permission of the department chair or instructor.

Mathematics Education (MAED)**548. Secondary Math Curriculum and Pedagogy Issues (3:3:1).**

A study of the secondary mathematics curriculum (7-12). This course addresses specific instructional needs and techniques related to the teaching of secondary mathematics concepts. Prerequisite(s): MATH 520 or permission of Department Chair. Notes: Intensive writing course. Offered in spring.

591. Principles of Teaching Mathematics (3).

This course addresses specific instructional needs and techniques related to the teaching of mathematics and is designed for students in the MAT program. Prerequisite(s): MATH 301 or equivalent experience, or graduate status. Offered in the fall.

592. Field Experience in Teaching Mathematics (1:0:8).

Students will spend 8 hours per week in a public school under the supervision of a mathematics education professor and will work with a mentor-teacher in preparation for the final internship experience. Prerequisite(s): MAED 548. Graduate status and admission to Teacher Education Program. Corequisite(s): MAED 591. Notes: A grade of S or U is recorded. Offered in fall.

594. Basic Mathematical Concepts for Primary Teachers (3:3:1)

In-depth study of the meaning and application of basic mathematical concepts. Post-baccalaureate students will be expected to review and synthesize research in the area of mathematics education as it is related to teaching mathematics in the primary setting. Prerequisite(s): Admission to the MAT program in Early Childhood, teaching experience in the primary school, or a C or better in 6 hours of MATH coursework if an undergraduate. Notes: Offered in Spring.

694. Special Topics in Content and Pedagogy Math Teachers (3).

Selected topics in content, teaching methodology, and mathematics education research with application to grades K-12 classrooms. Notes: May be retaken for additional credits as topics vary. Assignments and readings are modified based on an individual student's certification level. Focus topic will be designated on the transcript. Offered variable times.

Medieval Studies (MDST)**510. Topics in Medieval Studies (3).**

An examination of topics, issues, and methodologies. Possible topics might include Paleography; The Art of the Manuscript Book; Women in the Middle Ages; Hildegard of Bingen; Art and Government in Medieval Italy; Medieval Music; etc. May be repeated once for credit as long as content is different each time.

Modern Languages Education (MLAN)**503. Applied Linguistics (3).**

Study of the systems underlying language acquisition and how to apply them in

effective teaching and learning. Note:
Offered variable times.

530. A, B or C. Language and Cultural Studies Abroad (1-6).

Under the direction of a Winthrop University professor, students pursue intensive studies of language at a foreign university.

Excursions are organized to places of cultural interest. May be substituted for required courses in the major or minor sequence with written advance permission of the department chair. Prerequisite(s): Completion of six credits on the 300 level or equivalent grade of S in French 499. May be repeated for a maximum of 12 credits contingent on departmental review and receipt of official transcripts. Notes: A=French; B=Spanish and C=German. Offered in summer and at variable times.

591. Principles of Teaching Modern Languages in Grades K-12 (3).

Study and application of skills of planning, instruction, management and assessment of students in Modern Languages. Includes a review of the ethical and legal responsibilities of modern language teachers. Prerequisite(s): Graduate status. Admission to the Teacher Education program. Co-requisite(s): MLAN 592. Note: Offered fall.

592. Field Experience in Teaching Modern Languages (1:0-8).

Students will spend 8 hours per week in a public school under the supervision of a modern languages education professor and will work with a mentor teacher in preparation for the final internship experience. Prerequisite(s): Graduate status. Admission to Teacher Education Program. Co-requisite(s): MLAN 591. Notes: A grade of S or U is recorded. Offered in fall.

Music Applied (MUSA)

Applied Music Courses (1, 2, 3 or 4 hours credit). Prerequisite:

Successful completion of graduate entrance audition. Lab Fees for

Applied Music courses are assessed as follows:

| | |
|-----------------------------|------------------|
| one hour lesson | \$400-450 |
| one half-hour lesson | \$150-200 |

The following course numbers are used for the instruments indicated.

All applied music is assigned through the chair, Department of Music. MUSA 605, 610, and 614 may be retaken for additional credit. MUSA 611, 612, 613 and 614 are to be taken in sequential order.

Instrument Designators for Applied Music Courses:

| | |
|-----------|----------------------|
| A. | Piano |
| B. | Organ |
| C. | Harpsichord |
| D. | Voice |
| E. | Violin |
| F. | Viola |
| G. | Cello |
| I. | Drum Set |
| J. | String Bass |
| K. | Guitar |
| L. | Electric Bass |
| M. | Flute |
| N. | Oboe |
| P. | Piccolo |
| Q. | Clarinet |
| R. | Bassoon |
| S. | Saxophone |
| T. | Trumpet |
| U. | Trombone |
| V. | Horn |
| W. | Euphonium |
| Y. | Tuba |
| Z. | Percussion |

511. Score Reading (2-1).

Detailed study and analysis of musical scores to facilitate reducing scores to piano accompaniment.

Prerequisites: MUSA 282, MUST 212 and 507 or permission of instructor. Notes: May be retaken for additional credit.

621C. Choral Conducting (1-4: 0.5-1:0).

Advanced techniques in score analysis, manual technique, style and interpretation for the choral conductor. Prerequisite(s): Successful completion of applied entrance audition.

621N. Instrumental Conducting (1-4: 0.5-1:0).

Advanced techniques in score analysis, manual technique, style and interpretation for the instrumental conductor.

Prerequisite(s): Successful completion of applied entrance audition.

622C. Choral Conducting (1-4: 0.5-1:0).

A continuation of the advanced techniques covered in MUSA 621C. Prerequisite(s): MUSA 621C.

622N. Instrumental Conducting (1-4: 0.5-1:0).

A continuation of the advanced techniques covered in MUSA 621N. Prerequisite(s): MUSA 621N.

623C. Choral Conducting (1-4: 0.5-1:0).

A continuation of the advanced techniques covered in MUSA 622C. Prerequisite(s): MUSA 622C.

623N. Instrumental Conducting (1-4: 0.5-1:0).

A continuation of the advanced techniques covered in MUSA 622N. Prerequisite(s): MUSA 622N.

624C. Choral Conducting (1-4: 0.5-1:0).

A continuation of the advanced techniques covered in MUSA 623C. Prerequisite(s): MUSA 623C.

Notes: May be retaken for additional credit.

624N. Instrumental Conducting (1-4: 0.5-1:0).

A continuation of the advanced techniques covered in MUSA 623N. Prerequisite(s): MUSA 623N. Notes: May be retaken for additional credit.

631. Composition (4-1).

Applied instruction in music composition. Prerequisite(s): Permission of instructor.

632. Composition (4-1).

Applied instruction in music composition; a continuation of MUSA 631. Prerequisite(s): MUSA 631 or permission of instructor. Notes: May be retaken for additional credit.

Music Ensembles. Music Ensembles are open to all Winthrop University graduate students, regardless of degree. Auditions, where required, are scheduled during each registration period. Ensembles may be retaken for additional credit.

641-649. Special Topics in Music (1).

Various chamber ensembles created for a variety of available instrumentalists, vocalists or keyboardists in a given semester. Prerequisite(s): Permission of instructor.

651. Winthrop Glee Club (1:3).

A large, mixed ensemble which also functions as Men's Glee Club and Women's Glee Club.

Prerequisite(s): Permission of instructor.

652. Winthrop Chorale (1:4).

A 45-voice choir that tours throughout the Southeast. Two major concerts each year. Prerequisite(s): Audition required.

653. Jazz Voices (1:3).

Vocal jazz ensemble of 16 singers and instrumentalists performing historic jazz and contemporary arrangements. Prerequisite(s): Audition required.

654. Chamber Singers (1:2).

A small vocal ensemble performing music drawn from five centuries, including Renaissance madrigals, Baroque cantatas, Classical church music, 19th-century part songs and contemporary music. Prerequisite(s): Audition required.

656. Wind Symphony (1:3:0).

A select wind ensemble performing the standard repertoire for wind and percussion band including repertoire from the 20th century. Prerequisite(s): Audition required. Notes: Offered in fall and spring.

657. Symphonic Band (1:4).

A large wind and percussion ensemble that performs at least two formal concerts per year. Prerequisite(s): Permission of instructor and audition required.

658. Winthrop/Carolinas Wind Orchestra (1:3).

A select ensemble of wind and percussion instruments performing primarily new and demanding works for the medium. Prerequisite(s): Audition required. Notes: Offered in fall and spring. May be re-taken for additional credit.

659. Jazz Ensemble (1:3).

Performs arrangements for large jazz bands. Prerequisite(s): Audition required.

660. String Ensemble (1:2).

An ensemble formed from available string players during any given semester. Practice outside the designated coaching sessions is required. Prerequisite(s): Audition required.

661. Winthrop Chamber Orchestra (1:3).

Performs chamber works for strings and other instruments. Prerequisite(s): Audition required. Notes: Offered in fall and spring. May be re-taken from additional credit.

662. Jazz Combos (1).

Small group jazz setting of acoustic and synthesized instruments concentrating on the study and performance of improvisation in contemporary jazz and popular musical styles. Prerequisite(s): Audition required.

663. Percussion Ensemble (1:3).

A full percussion ensemble performing all styles of percussion literature from the standard repertoire and from other cultures. Prerequisite(s): Audition required.

664. Flute Choir (1:2).

A full flute choir formed from available players during any given semester. Practice outside the designated coaching sessions is required. Prerequisite(s): Audition required.

665. Brass Ensemble (1:2).

A full brass ensemble formed from available players during any given semester. Practice outside the designated coaching sessions is required. Prerequisite(s): Audition required.

666. Chamber Ensemble: Vocal (1:2).

Small vocal ensembles formed during any given semester. Prerequisite(s): Audition required.

667. Chamber Ensemble (1:0-1).

Various chamber ensembles formed from strings, winds, guitar, percussion and keyboards during any given semester.

Prerequisite(s): Permission of chair, Department of Music. Notes: May be retaken for additional credit.

668. Guitar Ensemble (1:2).

Various small guitar ensembles formed from available guitarists during any given semester. Practice outside the designated coaching sessions is required.

Prerequisite(s): Audition required.

669. Collegium Musicum (1:2).

A chamber ensemble formed from available players during any given semester performing a variety of early music on original instruments. Practice outside the designated coaching sessions is required.

Prerequisite(s): Audition required.

670. Opera Production (1).

Participation and experience in an opera production. The work performed will vary with the semester. Prerequisite(s): MUST 321 and audition or permission of instructor. Notes: May be retaken for additional credit.

Music (MUST)**501. Piano Literature (3).**

A study of literature for the piano from its beginning through contemporary practices.

Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

503. Organ Literature (3).

A survey of representative organ works from the 16th through the 20th centuries.

Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

505. Opera Literature (3).

Historical development of opera with detailed study of selected operas.

Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

506. Choral Literature (3).

A survey of choral literature from 1450 through the 20th century, with detailed analysis of representative masterworks.

Prerequisite(s): MUST 306 or permission of instructor.

508. Standard Choral Repertory (3).

A survey of the standard choral repertory for high school singers. The class will analyze, sing and play excerpts from about 200 sacred and secular pieces in varying levels of difficulty (grade II through V).

Prerequisite(s): MUSA 282, MUST 212 and 507, or permission of instructor. Notes: Offered as needed.

509. Art Song Literature (3).

A survey of European and American art song with emphasis on 19th and 20th century German and French literature.

Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

511. Orchestration (3).

Principles and techniques of orchestration for strings, woodwinds, brass and percussion.

Prerequisite(s): MUST 212 and any two of MUSA 291, 293, 295 or 297.

Notes: Offered as needed.

513. Counterpoint (3).

Study of contrapuntal techniques from the Renaissance to the present, emphasizing J.S. Bach. Writing projects include 16th-century and 18th-century inventions, canons and fugues. Prerequisite(s): MUST 212 or permission of instructor. Notes: Offered as needed.

514. History of Jazz (3).

An examination of jazz styles, including extensive study of several major figures. Students learn to distinguish the various styles through analysis of rhythmic, melodic, harmonic and instrumental differences. Prerequisite(s): MUSA 306 or permission of instructor. Notes: Offered as needed.

515. Chamber Music Literature (3).

A survey of selected chamber music from the beginning through the present day. Includes a study of formal elements and aural recognition of representative works. Prerequisite(s): MUSA 306 or permission of instructor. Notes: Offered as needed.

516. Symphonic Literature (3).

An historical and chronological survey of symphonic literature from the pre-classic to the present, including a study of formal elements and aural recognition of representative works. Prerequisite(s): MUSA 306 or permission of instructor. Notes: Offered as needed.

517. Percussion Literature (3).

A survey of percussion literature from its earliest antecedents in military and orchestral music through the major genres of the 20th century, including chamber music, percussion and marimba ensembles and solo genres for timpani, multiple percussion and keyboard percussion. Prerequisite(s): MUST 306 and MUST 212 or permission of instructor. Notes: Offered as needed.

518. Wind Literature (3).

A survey of the basic repertory for concert band and wind ensemble from the Renaissance to the present. Prerequisite(s): MUST 212 and 507, or permission of instructor. Notes: Offered as needed.

519. Advanced Vocal Pedagogy (3:3:0).

An advanced course covering methodologies used in establishing good vocal technique; an in-depth review of the historical perspectives as well as current vocal science. The course includes actual supervised practical experience. Prerequisite(s): MUST 319, permission of the instructor, or graduate standing. Notes: Offered in fall and spring.

520. Piano Pedagogy (3).

Designed for prospective piano teachers. A survey of materials, educational principles and methods of teaching piano for individual and group lessons. Notes: Offered as needed.

521. Instrumental Arranging and Composition (2:2:1).

This course covers the basics of composition pedagogy including fundamental methods and exercises, and basics of arranging pre-existing music for a variety of grade specific instrumental resources. This course focuses on the basic knowledge and techniques required for teaching composition to K-12 students and for integrating composition activities into the K-12 music classroom. Also covered are fundamentals techniques for adapting existing music for a wide variety of K-12 level instrumental and vocal ensembles. Prerequisite(s): MUST 212 or permission of instructor. Notes: Offered in fall and spring.

522. Choral Arranging & Composition (2:2:0)

This course covers the basics of composition pedagogy including fundamental methods and exercises, and basics of arranging pre-existing music for a variety of grade specific choral resources. Prerequisite(s): MUST 212 or permission of

the instructor. Notes: Offered in fall and spring.

523. Accompanying (1:1:0.5).

Study of skills, sight reading, and style required of accompanists. At least the equivalent of one song cycle or one instrumental sonata will be required. Prerequisites: Permission of instructor. Notes: Offered as needed.

531. Computer Music Technology I (3).

An introductory course to microcomputers and Musical Instrument Digital Interface (MIDI) hardware for the purpose of musical creativity. Prerequisite(s): MUST 212 or permission of instructor. Notes: Offered as needed.

532. Computer Music Technology II (3).

A continuation of the skills acquired in MUST 531 with more advanced practical applications. Prerequisite(s): MUST 531 or permission of instructor. Notes: Offered as needed.

535. Advanced Diction: English & Italian (1:2:0).

Advanced principles and practices of English and Italian diction for singers. Prerequisite(s): graduate standing. Notes: Offered in fall.

536. Advanced Diction: French & German (1:2:0)

Advanced principles and practices of French and German diction for singers. Prerequisite(s): MUST 236 and junior or senior standing; or graduate standing. Notes: Offered in spring.

551-559. Special Topics in Music (1) (2) (3).

Topics may include literature courses for piano, organ, art song, choral, percussion,

wind, women and music or other topics. Prerequisite(s): Permission of chair, Department of Music. Notes: Offered as needed. May be retaken for additional credit.

561. Medieval/Renaissance Music (3).

An advanced study of the music of the Western European tradition from 600-1600. Includes history, genre studies, literature, analysis of scores and extensive listening. Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

562. Baroque Period Music (3).

An advanced study of the music of the Western European tradition from 1600-1750. Includes history, genre studies, literature, analysis of scores and extensive listening. Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

563. Classic Period Music (3).

An advanced study of the music of the Western European tradition from 1750-1820. Includes history, genre studies, literature, analysis of scores and extensive listening. Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

564. Romantic Period Music (3).

An advanced study of the music of the Western European tradition from 1820-1900. Includes history, genre studies, literature, analysis of scores and extensive listening. Prerequisite(s): MUST 306 or permission of instructor. Notes: Offered as needed.

565. 20th Century Music Literature (3).

A study of styles, trends, systems and literature from 1900 to the present, including neo-tonal, atonal, serial,

electronic, and experimental forms. Notes: Offered as needed.

590. Principles of Teaching Music: Elementary (3).

A methods course that addresses specific instructional needs and techniques for teaching general music in the elementary school. Prerequisite(s): Admission to Teacher Education Program. MUST 212 and 317. Notes: Offered in fall.

591. Principles of Teaching Music: Secondary (3).

A methods course that addresses specific instructional needs and techniques for teaching general music in the secondary school. Prerequisite(s): Admission to Teacher Education Program; MUST 590. Notes: Offered in spring.

592. Field Experience in Teaching Music (1: 0-8).

Laboratory experience equivalent to 28 half-days designed to lead music students through an exploration and examination of various research-based programs of instructional planning, methodology, classroom management, and evaluation of teaching and learning. Prerequisite(s): MUST 590. Corequisite(s) MUST 591 and EDUC 390.

600. Graduate Music Theory Review (3.)

A review of concepts and terminology associated with music theory including harmony, voice-leading, analysis, and aural. Course will not count toward a graduate degree program in music.

602. Advanced Instrumental Techniques (3).

Programming, rehearsing and teaching the school orchestra, marching band, concert band and jazz ensemble. A continuation of

topics in MUST 591 and additional advanced topics. Prerequisite(s): MUST 591 or equivalent.

603. Advanced Elementary Music Methods (3).

Advanced study in music teaching methodology for K-5 students to include advanced curricular planning, specialized teaching methodologies (i.e., Orff, Kodaly, Dalcroze, etc.), curriculum correlation, and other aspects of teaching music in the modern elementary school environment.

604. Advanced Choral Techniques (3).

Methods and materials for teaching high school choral music. Rehearsal techniques, tone, diction, programming, organization and management. Analysis of representative repertory. Prerequisite(s): MUST 591 or equivalent.

607. Form and Style in Music (3).

An analytical study of the formal and stylistic practices and techniques of representative composers of the 18th-20th centuries. Notes: Offered in spring.

612. Foundations of Music Education (3).

A survey of historical, philosophical, sociological and psychological issues that affect music education.

614. Research in Music (3).

A survey of music research designs and techniques. Prerequisite(s): MUST 612 required for MME students. Notes: Offered in spring.

616. The Music Curriculum K-12 (3).

Examination of principles and problems of curriculum design and implementation in music education K-12. Prerequisite(s): MUST 612. Notes: Offered in fall.

621. Opera Workshop I (2:3).

Laboratory for the development of skills in acting and singing of opera and musical theatre

through the study of scenes from standard operatic repertory and short operas, with performances possible. Notes: May be retaken for additional credit.

622. Opera Workshop II (2:3).

Continuation of MUST 621, continued development of skills in acting and singing of opera and musical theatre. Notes: May be retaken for additional credit.

625. Teaching the Beginning and Elementary Piano Student (3).

Survey of the performance repertory, technique, and foundational skills for the beginning and elementary piano student. Notes: Offered spring and fall.

626. Teaching the Intermediate and Advanced Piano Student (3).

Survey of the teaching repertory for the intermediate and advanced piano student. Notes: Offered spring and fall.

627. Supervised Teaching Practicum in Piano Pedagogy (1:0:1)

Teaching practicum in piano pedagogy requires teaching two piano students in the Academy of Music for an entire semester. To be taken in the final semester of the degree program. Notes: Offered in spring and fall.

630-639. Special Topics in Music (1) (2) (3).

Prerequisite(s): Permission of chair, Department of Music. Notes: May be retaken for additional credit.

641. Orff-Schulwerk Level I (3).

A two-week summer course for music teachers to develop basic competencies in the principles and pedagogy of

Orff-Schulwerk. Prerequisite(s): Permission of instructor.

642. Orff-Schulwerk Level II (3).

A two-week summer course for music teachers to develop advanced competencies in the principles and pedagogy of Orff-Schulwerk. Prerequisite(s): Orff level I certification or permission of instructor.

Philosophy (PHIL)**550. Special Topics in Philosophy (3).**

An in-depth consideration of a specific topic of concern in philosophy. The course may be offered under various topics. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit. Offered variable times.

565. Environmental Ethics (3)

Environmental ethics searches for a rational explanation of how we ought to live on earth, including our responsibilities to nonhuman animals, future generations, and the planet at large. Although oriented toward questions of ethics, the course also addresses environmental policy issues by critically evaluating the moral presuppositions underlying policy recommendations. Prerequisite(s): Grade of C- or better in CRTW 201, or Graduate standing. Notes: Offered periodically.

575. Business Ethics (3).

Business Ethics is the application of our understanding of good/bad, right/wrong to the various institutions, technologies, transactions, activities, and pursuits we call 'business'. We study frameworks of basic principles for understanding the good/bad dichotomy and the implications this has for business. We also discuss such topics as the ethical aspects of the market structure within which American business transactions are conducted, the ethical implications for the wider world from which

business activity draws its' natural resources, ethical responsibilities for the consumers to whom the products of business are sold, the internal relationship between the organization and the individuals within it, and the global context in which ethical issues arise in business. Prerequisite(s): CRTW 201. Notes: Cross-listed as MGMT 575. Offered in the fall and spring.

Physical Education (PHED)

510. Financial Management of Fitness and Interscholastic Athletic Programs (3).

The purpose of the course is to introduce students to a number of financial and staffing topics that are relevant to the sport industry. Major concepts to be studied will include basic financial concepts, budgeting, revenue streams, current financial issues in sports, staffing, assessment of staff, staffing policy and procedures and a number of other relevant topics. Prerequisite(s): PHED or SPMA major and junior, senior or graduate status.

512. Seminar on Contemporary Leaders and Organizations in Health, Physical Education and Recreation (2).

Study of current issues and contemporary leaders through preliminary study and attendance at the Southern District or National AAHPERD Convention. Notes: May be retaken for additional credit.

525. Risk Management in Physical Activity and Sport (3).

This course is designed to introduce the student to the legal principles applicable to a variety of sport settings. The topic of tort liability will be explored in depth with special emphasis on effective management of risk. Prerequisite(s): Junior status or above as an SPMA, EXSC, ATRN, or PHED major. One of the following: SPMA 101,

EXSC 101, or ATRN 151. Note: SPMA 101 may be taken concurrently with this course.

566. Physical Education Curriculum & Methodology (3).

This course involves the study and application of theories of development and instruction, with particular attention to the goals and values of a well-planned and executed physical education program for children in grades K-5. Prerequisite(s): Admittance to Teacher Education. Notes: Offered in fall.

571. Theory and Assessment of Coaching (3).

This course will be an introduction to the philosophy, principles and techniques of effective coaching with emphasis on the psychological and sociological processes of preparing athletes for competition. In additions, various evaluation instruments and procedures will be analyzed as they relate to coaching effectiveness. Notes: Offered in spring odd years.

591. Principles of Teaching Physical Education (3).

The content is specific to the students' subject matter field and addresses specific instructional needs and techniques. Specifically, this course focuses on development and delivery of physical education programs designed for students in grades 6-12. Prerequisite(s): Admittance to Teacher Education. Notes: Offered in spring.

603. Developmental Movement for Early Childhood (2).

This course will explore the role of movement in the cognitive, physical and social development of young children. Emphasis will be on developing an understanding of developmentally appropriate motor programming for young children and the importance of integrating

movement activities into the classroom to facilitate development across all domains of learning. Notes: This course is restricted to MAT students in the Early Childhood program.

611. Physical Education Curriculum (3).

An analysis of the elements of current curriculum theory with particular application to physical education, health, dance, recreation and related fields.

Prerequisite(s): PHED 449 or equivalent.

612. Movement Concepts and Skill Themes (3-3-2).

This course will allow students to apply movement concepts to human movement and to explore the interaction of these concepts with skill themes. Emphasis will be placed on using movement concepts to analyze both skilled and unskilled movement, differentiate among stages of learning for various skill themes, and to apply movement concepts and skill themes to plan and implement developmentally appropriate instruction. A two hour teaching laboratory is required as part of the course along with a demonstration of physical competency in the fundamental movement skills.

621. Skill and Fitness Based Competency (3).

This course is designed to assist teacher candidates in achieving competence in motor skill performance for a variety of physical activities and movement patterns. In addition, teacher candidates are taught how to achieve and maintain a health-enhancing level of fitness and must demonstrate competency in this area as well.

650 thru 659. Physical Education Special Topics (3).

This series of courses will provide curriculum options for MS physical education students to study discrete topics, issues and trends within the discipline and related fields. Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit.

685. Strength and Conditioning Programs for Athletes (3).

This course is designed to investigate current techniques and theories of strength training and conditioning for various sports and activities from physiological and biomechanical perspectives. Prerequisite(s): Permission of instructor.

692. Field Experience in Teaching Physical Education (1: 0-2).

This course uses laboratory experiences equivalent to 28.5 days in a physical education setting. Students will put into practice instructional planning, classroom techniques and principles of pedagogy and assessment of learning. Prerequisite(s): Admission to MAT program. Corequisite(s): PHED 670 or 671.

Physics (PHYS)

615. Physics Tech I (3).

The course provides teachers with the instructional and laboratory skills needed to teach physics for the technologies I. It covers the units on: force, work, rate, resistance, energy and power.

Prerequisite(s): South Carolina Class III Teaching Certificate.

Political Science (PLSC)

501. Academic Research in Political Science (1).

Students conduct original research in a Political Science field. Prerequisite(s): Permission of instructor and chair required.

502. Academic Research in Political Science (2).

Students conduct original research in a Political Science field. Prerequisite(s): Permission of instructor and chair required.

503. Academic Research in Political Science (3).

Students conduct original research in a Political Science field. Prerequisite(s): Permission of instructor and chair required.

504. American Foreign Policy (3).

Study of policy formulation and the decision-making process. Prerequisite(s): PLSC 205 or PLSC 207, or graduate status or permission of instructor.

505. Government and Politics of Modern China (3).

This course will provide students a chance to focus on one of the most powerful Asian countries in the world in terms of its place in present day politics. Students will learn how China deals with its own policies as a Communist country and how it deals with the rest of the world. Prerequisite(s): PLSC 205 or PLSC 207 or graduate status or permission of instructor.

506. International Political Economy (3).

A study of the foundations and operation of the international political economy. Examines the impact and influences of the key institutions, theories and trends guiding the interaction of politics and economics globally. Prerequisite (s): PLSC 205 or PLSC

207 or graduate status or permission of the instructor.

507. Social Movements (3)

This course will examine the origins, visions, strategies, impacts, and outcomes of a variety of different social movements within an historical and global context.

Note: Offered periodically.

508. National Security Policy (3).

An exploration of a number of approaches to national security, including traditional military

analysis to newer issues such as environmental and resource security.

Prerequisite(s): PLSC 205 or PLSC 207, or graduate status or permission of instructor.

Notes: Offered periodically.

510. Topics in Political Inquiry (3).

Topics to be chosen by the instructor.

Notes: May be retaken for additional credit. Offered variable times.

512. Education Politics and Policy (3).

The relationships between the operation of the United States' political system and education policy at the federal, state and local level. Prerequisite(s): Grade of C or better in PLSC 201, or graduate status or permission of instructor. Notes: Offered variable times.

514. Measurement Issues in Survey Research and Public Opinion (3:3:0)

This course offers a comprehensive, hands-on examination of survey research including questionnaire construction, programming a Computer Aided Telephone Interviewing (CATI) system, sampling frames, survey methodology, caller training and supervision, data collection and data analysis. Prerequisite: Permission of the instructor. Notes: Offered periodically.

515. Urban Politics and Policy (3)

The operations of government in metropolitan areas. Prerequisite: PLSC 201 with a grade of C or better, or graduate status, or permission of instructor. Notes: Cross-listed with AAMS 515. Offered variable times.

518. Politics of the American South (3).

Focuses on the unique politics of the South. It places southern politics in its theoretical and historical context and examines the central role of race in southern politics as well as regional importance to national politics. Prerequisite(s): PLSC 201 with a grade of C or better, or graduate status or permission of the instructor. Notes: Cross-listed with AAMS 518. Offered fall or spring on biennial basis.

551. African-American Political Thought (3).

This course explores the historical struggle of African-Americans to assess their identity in relationship to their legal and social oppression. In reflecting on the work of Audre Lorde, W.E.B. DuBois, Frederick Douglass, Langston Hughes, James Baldwin, Ralph Ellison, Sojourner Truth, Toni Morrison, Edward Said, Martin Luther King, Malcolm X, Cornell West, Henry Louis Gates, Alice Walker, bell hooks, Mark Twain and others. We will angle in on the question of black identity from a variety of perspectives. Particular attention will be paid to the relationship between these articulations of "blackness" and the historical and political settings in which they arise. Informed class discussions will be emphasized. Students will be expected to write a term paper and present it to the class. Prerequisite(s): GNED 102 or AAMS 300, or permission of instructor or graduate status. Notes: Cross-listed with AAMS 551.

553. Feminist Theory (3).

This course is designed to acquaint students with the variety of ideas, methods and issues raised within contemporary feminist literature. Prerequisite(s): GNED 102 or graduate status or permission of instructor. Notes: Cross-listed with WMST 553.

The following list of 600 courses will be phased in over approximately three years beginning in the 2012-13 academic year, and offered roughly once every three years thereafter. The Political Science department will offer at least one 600-level course each fall and spring semester. Additional 600-level courses might be added to this schedule during the academic year or during the academic year of during summer session, depending upon faculty availability and/or student demand. The tentative schedule is:

Fall 2012: PLSC 631

Spring 2013: PLSC 651

Fall 2013: PLSC 632

Spring 2014: PLSC 641

Fall 2014: PLSC 633

Spring 2015: PLSC 642

Fall 2015: PLSC 616

611-613. Academic Research in Political and Civic Engagement (1-3).

Students will engage in directed research under the supervision of a faculty member. Prerequisites: Graduate status required to enroll. Permission of instructor required. Notes: Students may enroll in a total of three credit hours. Offered periodically.

616. Religion and Politics in America (3).

The purpose of this course is to examine the influence of religion on politics and government from the settling of the colonies through contemporary times. Prerequisite: Graduate status required to enroll. Note: Offered periodically.

631. Globalization and International Politics (3).

This course examines the economic, political, social, and cultural impacts of and responses to globalization and neoliberalism, with a focus on the role of international, supranational, state, and civil society actors. Prerequisite: Graduate status required to enroll. Note: Offered periodically.

632. Global Women's Engagement (3).

This course explores women's political participation globally and examines how feminists seek to explain and understand women's social, political, and economic conditions. Prerequisite: Graduate status required to enroll. Note: Offered periodically.

633. International Organizations (3).

This course looks at the latest approaches to the study of international organizations. Prerequisite: Graduate status required to enroll. Note: Offered periodically.

640. Special Topics in Political and Civic Engagement (3).

Topics to be chosen by the instructor. Notes: Prerequisite: Only graduate students may enroll. Note: May be retaken for additional credit with different subject matter.

641. Community Organizing and Grassroots Advocacy (3).

This course will examine both the theoretical and practical aspects of community organizing and grassroots advocacy. Particular attention will be paid to comparison of political and civic engagement in NGOs, social movements, political parties, and other forms of political organization seeking to bring about social change. Prerequisite: Only graduate students may enroll. Note: Offered in the summer, periodically.

642. Political Violence (3).

This course is a study of the causes, uses, and consequence of political violence with particular emphasis comparing these causes and consequences with those of non-violent forms of political activity. Prerequisite: Graduate status required to enroll. Offered periodically.

651. Concepts of Citizenship (3).

This course surveys the legal definitions, theories, and practices of citizenship in a variety of local, national, international, and cosmological contexts. In doing so, the course will examine the benefits and responsibilities of citizenship and the deleterious effects on those who are denied citizen status. Prerequisite: Graduate status required to enroll. Note: Offered periodically.

Psychology (PSYC)**506. Psychological Measurements (3).**

Study of the construction, evaluation and application of individual and group tests and the analysis and interpretation of their results. Prerequisite(s): PSYC 101. Notes: Offered in fall.

508. Principles of Learning: Cognition (3).

The human viewed as a system that processes information. Topics include sensory processes, memory, language and thinking. Prerequisite(s): PSYC 301 or permission of chair, Department of Psychology. Notes: Offered in fall, spring and summer.

510. Behavior Analysis and Behavior Change (3).

Study of application of behavior management techniques in educational, clinical and domestic settings. Additional requirements for graduate students: Graduate students must complete a

behavior change project in an educational, work, clinical, or domestic setting. Prerequisite(s): PSYC 101. Notes: Cross-listed with SPED 510. Offered in fall and spring.

512. The Exceptional Child (3).

Study of individuals with special problems in cognitive, emotional or motor ability. Prerequisite(s): PSYC 101. Notes: Offered in fall.

515. Health Psychology and Behavioral Medicine (3).

Study of the biological, social and psychological factors that combine to influence human health and health practices. Models and methods of identification, prevention and treatment applicable to behavioral medicine will be reviewed. Prerequisite(s): PSYC 101, or graduate standing in psychology or an allied profession. Notes: Offered in fall.

520. Special Topics in Psychology (1-3).

In-depth study of a special topic in psychology. Prerequisite(s): PSYC 101 or permission of instructor. Notes: May be retaken for additional credit under different topics. Offered on demand.

601. Psychopathology of Childhood and Adolescence (3).

Advanced study of preventive methods, etiologies, identification and interventions related to psychopathology. Prerequisite(s): PSYC 206 and PSYC 313 or 512. Note: Offered in spring.

602. Introduction to Counseling (3).

Study of the major theories of personality development and the techniques of counseling derived from them. Prerequisite(s): PSYC 101. Note: Offered variable times.

603. Therapeutic Psychology: Techniques of Counseling and Psychotherapy (3).

Therapeutic and empirical aspects of psychotherapy and behavior change. Prerequisite(s): PSYC 602 or permission of instructor. Note: Open to majors only. Offered in fall.

604. Advanced Studies in Human Development (3).

Intensive study of human development with emphasis on recent research. Prerequisite(s): PSYC 101 and a course in human growth and development. Note: Offered in fall.

606. Applied Behavior Analysis and Intervention (3).

Study and application of behavior analysis and intervention techniques. Prerequisite(s): PSYC 101 and permission of instructor. Note: Offered in fall.

607. Curriculum-Based Assessment and Academic Interventions (3).

Study and practice of curriculum-based assessment and interventions for academic skills and problems. Notes: Lab Fee: \$30. Offered in spring.

608. Psychological Assessment for Intervention I (3).

Competency-based instruction in individual psychological assessment and use of results for problem-solving and intervention planning. Prerequisite(s): PSYC 506 or equivalent and permission of instructor. Notes: Lab Fee: \$30. Offered in spring.

609. Psychological Assessment for Intervention II (3).

Competency-based instruction in individual psychological assessment and use of results for problem-solving and intervention planning. Prerequisite(s): PSYC 608 and permission of instructor. Notes: Lab Fee:

\$30. Offered in spring. Open to majors only.

611. Advanced Therapeutic Psychology: Techniques for Mental Health Services in the Schools (3).

Advanced study and practice of therapeutic psychology with an emphasis on mental health services in schools.

Prerequisite(s): PSYC 603 and/or permission of instructor. Notes: Open to majors only. Offered in spring.

612. Psychological Assessment for Intervention III (3).

Competency-based instruction in individual psychological and developmental assessment with an emphasis on infants and special populations of children and youth. Prerequisite(s): PSYC 608 and 609 and permission of instructor. Notes: Lab Fee: \$30. Open to majors only. Offered in fall.

613. Advanced Statistics and Data Analysis (3).

Statistical analyses of psychological data with emphasis on applied settings.

Prerequisite(s): PSYC 301.

Notes: Lab Fee: \$20. Offered in fall.

614. Research Methodology and Applications (3).

Survey of research methodology and design as applied to research and evaluation in psychology and education. Prerequisite(s): PSYC 613. Note: Offered in fall.

615. Seminar in Professional School Psychology (3).

Review of the development and current status of school psychology as a professional specialty.

Prerequisite(s): PSYC 101 and permission of instructor. Note: Open to majors only. Offered in fall.

617. Understanding and Counseling the Adolescent (3).

A course to familiarize the helper with the psychological/culture forces which shape the behavior of the adolescent, and counseling techniques to help the adolescent. Note: Offered variable times.

618. Consultation and Indirect Services (3).

The study of indirect service roles and responsibilities in school psychology, including consultation, supervision, in-service training, organizational development and prevention.

Prerequisite(s): PSYC 615 and permission of instructor. Notes: Open to majors only. Offered in summer.

620. School Psychology Traineeship I (3).

Applied, closely supervised experience in the schools. Students will perform many functions of school psychologists, including assessment, behavior analysis and intervention, counseling, consultation and academic interventions.

Prerequisite(s): PSYC 615, 606 or 510, 607 and permission of instructor.

Notes: Open to majors only. Offered in fall.

621. School Psychology Traineeship II (3).

Applied field experience in the schools under close supervision of the instructor. Students will perform many functions of school psychologist at an advanced level including assessment, behavior management, academic interventions, consultation and counseling.

Prerequisite(s): PSYC 620 and permission of instructor. Notes: Open to majors only. Offered in spring.

625. Advanced Seminar in School Psychology (3).

Presentation and discussion of internship cases and associated issues, including ethical and legal issues. Preparation in crisis planning and intervention. Discussion of other topics not previously covered in School Psychology Program.

Prerequisite(s): PSYC 101, 615 and permission of instructor. Notes: Open to majors only. Offered in spring.

651. School Psychology Internship I (3).

Supervised introduction to the provision of school psychological services emphasizing an orientation to the educational system.

Prerequisite(s): PSYC 608, 615, and permission of instructor. Notes: A grade of S or U is recorded. Open to majors only. Offered in fall.

652. School Psychology Internship II (3).

Supervised experience providing school psychological services emphasizing assessment and psychoeducational program planning. Prerequisite(s): PSYC 608, 609, 615 and permission of instructor. Notes: A grade of S or U is recorded. Open to majors only. Offered in fall.

653. School Psychology Internship III (3).

Supervised experience providing school psychological services emphasizing techniques of intervention and consultation. Prerequisite(s): PSYC 652 and permission of instructor. Notes: A grade of S or U is recorded. Open to majors only. Offered in spring.

654. School Psychology Internship IV (3).

Supervised experience providing indirect psychological services in educational settings emphasizing administrative roles

and research. Prerequisite(s): PSYC 653 and permission of instructor. Notes: A grade of S or U is recorded. Open to majors only. Offered in spring.

670-678. Continuing Professional Development in School Psychology (1).

Current topics in school psychology for practicing school psychologists.

Prerequisite(s): Licensure or certification in School Psychology or allied profession.

Notes: A grade of S or U is recorded. May be retaken for additional credit. Offered variable times.

679. Continuing Professional Development in School Psychology (2).

Prerequisite(s): Licensure or certification in School Psychology or allied profession.

Notes: A grade of S or U is recorded. May be retaken for additional credit. Offered variable times.

690. Special Topics in Psychology (3).

Advanced study of a topic of relevance to psychology or allied disciplines. May be offered under various topics/titles.

Prerequisite(s): PSYC 101 or equivalent or permission of instructor. Notes: May be retaken for additional credit under different topics. Offered variable times.

Quantitative Methods (QMTH)**680. Quantitative Methods in Business (3).**

Use of quantitative models in the decision-making process. Prerequisite(s): QMTH 651.

Reading (READ)

510. Literature for Children (3).

An introduction to books, magazines and non-print adaptations (e.g., audio recordings, filmstrips, books on disk, and video recordings) of literature appropriate for children's growth in literacy.

Prerequisite(s): READ 321, 322 or equivalent; for ELEM and ECED majors.
Corequisite: READ 461. Note(s): Offered in fall, spring and summer.

541. Reading in the Secondary School (3).

A study of the background information and skills needed by secondary teachers for guiding pupils' growth in and through reading; identification of and planning for instruction needed. Prerequisite(s): Admission to Teacher Education Program.

550 thru 559. Problems in Teaching Reading (1, 2, 3).

To assist school personnel in the identification, analysis and planning of strategies to overcome specific problems in the teaching of reading. Notes: Offered on demand.

561. Teaching Basic Reading Skills (3).

Introductory course in teaching reading. Prerequisite(s): EDUC 381 or equivalent and Admission to Teacher Education Program. Notes: Students may not receive credit for READ 561 and READ 461 or READ 562.

562. Teaching Basic Reading Skills in Middle and Secondary School (3).

Persons teaching or preparing to teach in middle or secondary school examine basic reading skills in relation to the needs and characteristics of their pupils.

Prerequisite(s): EDUC 381 or equivalent and Admission to Teacher Education

Program. Notes: A student may not receive credit for READ 562 and READ 461 or READ 561.

571. Diagnostic and Prescriptive Teaching of Reading (3).

Students develop strategies for applying the principles learned in the basic reading course by providing instruction adjusted to the individual needs of one pupil.

Prerequisite(s): Grade of C or better in READ 461, READ 561 or READ 562 and Admission to Teacher Education Program. Notes: Offered in fall, spring and summer. Work with pupils required.

600. Literacy Instruction and Assessment for Early Childhood Educators (3).

This course provides understanding of factors related to literacy, literacy competencies, procedures for developing literacy instruction, assessment measures for literacy, and applying literacy principles learned. Notes: This course is restricted to M.A.T. candidates in Early Childhood Education.

605. Literacy Foundations (3).

This first literacy course in the sequence will examine the history and theories of literacy processes and instruction. Students will develop and apply an understanding of current literacy research and evidence-based practices. Prerequisite(s): READ510 or equivalent introductory course in children's literature. Co-requisite: READ615.

615. Literacy for Learners with Limited English Proficiency and Other Diverse Needs (3).

This course provides an overview of language acquisition processes in native and non-native speakers. Academic and social language challenges for diverse

learners are discussed. Co-requisite(s): READ 605.

616. Principles and Strategies for Assessing and Teaching English Language Learners (3).

This course provides candidates with clinical experience in performance assessment, planning, and delivery of appropriate instruction to cognitively, linguistically, and/or culturally diverse learners. Candidates will also acquire additional theoretical knowledge about monolingual and multilingual language acquisition processes to prepare them to address diverse learner needs. Prerequisite(s): READ 615.

620. Literacy Strategies for Struggling Learners (3).

This course enhances candidates' knowledge of literacy teaching strategies to meet struggling students' needs. It provides background information about a variety of reasons for difficulties, and discusses specific strategies and interventions. Strategies include the use of technological resources. Prerequisite(s): READ 605, READ 615. Co-requisite: READ 616. Notes: Offered in spring.

625. Written Expression Across the Grades (3).

Candidates will examine authentic, evidenced-based practices to develop students' proficiency in writing. Topics will include the developmental stages of writing, the writing process, writing conventions, and technological integration. Prerequisite(s): READ 616.

635. Basic Literacy Diagnostics and Instructional Practices (3).

Candidates gain expertise in introductory assessment and instructional practices related to literacy. Topics will include an

introduction to formal and informal assessments. Candidates will learn to interpret and communicate results in order to provide informed instructional decisions. Prerequisite(s): READ625. Co-requisite(s): READ645.

636. Advanced Literacy Diagnostics and Instructional Practices (3:0:3).

This partially field-based course builds on the foundations of literacy assessments learned in READ 635. Candidates will advance their ability to interpret and critique technical aspects of assessments in order to articulate effective assessment plans. Candidates will prepare and coach preservice teachers to use assessments to plan and revise effective instruction for students. Candidates will acknowledge and understand the research supporting different perspectives regarding assessment and instruction. Candidates will coach preservice teachers in communicating assessment results to various audiences. Prerequisite(s): READ 635 and READ 645.

645. Teaching Literacy in the Content Areas (3).

Teachers (elementary to adult) identify literacy competencies needed in content areas, assess pupil development of these competencies and adjust content instruction according to student strengths and needs in culturally diverse classrooms. Notes: Offered in spring and summer. MEd Literacy students must have prerequisite of READ 625 and co-requisite of READ 635.

655. Advanced Practicum in Literacy Instruction (3).

In this field-based practicum course, candidates will collect, analyze, and report on classroom data. They also will use the data to create instructional resources and conduct demonstration lessons in collaboration with a classroom teacher. Candidates will analyze a school-wide

literacy model. This course is inextricably intertwined with READ 665; therefore, candidates will take both courses simultaneously. Prerequisite(s): READ 636 and READ 645. Co-requisite(s): READ 665.

662. Using Computer Software in the Reading Program (3).

Emphasis on types of software available, criteria for selecting software and effective development and use of software in the reading program. Designed for teachers in grades K-12. Prerequisite(s): READ 661.

665. Capstone: Literacy Coaching Practicum (3).

This capstone experience provides candidates with practicum experience as they apply and reflect upon literacy coaching techniques and logistics in school and community settings. This course is inextricably intertwined with READ 655; therefore, candidates will take both courses simultaneously. Prerequisite(s): READ 636 and READ 645. Co-requisite(s): READ 655.

672. Diagnosis and Correction of Reading Disabilities (3).

This course is designed to acquaint experienced reading teachers with diagnostic and instructional procedures typical of clinical reading situations. Prerequisite(s): READ 661, 671, EDUC 681, a graduate course in educational measurement and a minimum of one year of teaching experience. Notes: Work with pupils required.

Religion (RELG)

550. Special Topics in Religion (3).

An in-depth consideration of a specific topic of concern in religion. The course may be offered under various topics. Prerequisite: Permission of instructor. Notes: May be retaken for additional credit. Offered variable times.

Science (SCIE)

591. Principles of Teaching Science (3).

Study and application of skills of planning, instruction, management and assessment of the Sciences. Includes a review of ethical and legal responsibilities of science teachers. Prerequisite(s): Admission to MAT-BIO Program. Corequisite(s): SCIE 592. Notes: Offered in fall.

592. Field Experience in Teaching Science (1: 0:8).

Students will spend 8 hours per week in a public school under the supervision of a science education professor and will work with a mentor teacher in preparation for the final internship experience. Prerequisite(s): Admission to Teacher Education Program at graduate level. Corequisite(s): SCIE 591. Notes: Intensive oral course. A grade of S or U is recorded.

Secondary Education (SCED)

573. Career Education (3).

Provides background knowledge and skills in designing and implementing career and technology education programs including shadowing, service learning, mentoring, internships, co-ops and apprenticeships. Career planning, job search and presentation skills are developed. Notes: Offered in fall.

671. Secondary School Teaching Methodology (3).

A study of research-based methodologies for effective secondary school teaching. Empirically certified methods of pedagogical content selection, planning, delivery and evaluation are emphasized. Prerequisite(s): SCED 610, VCED 603 or PHED 611. Corequisite: VCED 672. Notes: This course is a prerequisite to EDUC 690.

Social Studies Education (SCST)

591. Principles of Teaching Social Studies (3).

Students plan, teach and critique integrated instructional units focusing on the content area of Social Studies. Note: Offered in fall.

592. Field Experience in Teaching Social Studies (1: 0:8).

Students will spend 8 hours per week in a public school under the supervision of a social studies education professor and will work with a mentor teacher in preparation for the final internship experience.

Prerequisite(s): Graduate status. Admission to Teacher Education Program. Corequisite: SCST 591. Notes: Offered in fall. A grade of S or U is recorded.

Social Work (SCWK)

521.Older Adults: Policies & Services (3).

This course provides a review of the development of social welfare policy and services affecting older adults in the United States in order to provide a context for practice. Some of the current programs will be described along with populations being served.

Prerequisite(s): Undergraduate, SCWK 395 (May be taken concurrently), or permission of instructor; if graduate, social work graduate students only.

Note: Offered in spring and summer.

522. Health/Mental Health: Policies & Services (3).

This course provides a review of the development of health care and mental health policy in the United States in order to provide a context for practice. Some of the current programs will be described along with populations being served.

Prerequisite(s): Junior or higher status.

Note: Offered in spring and summer.

523. Families & Children: Policies and Services (3).

This course provides an overview of the history of child welfare policies and services in the United States, a critical assessment of how values influence the development of policies and the provision of services to children, and provides a framework for evaluating child welfare policies and practices within the NASW Code of Ethics framework. Prerequisite: Junior or higher status. Note: Offered in the spring and summer.

531. Older Adults: Practice & Trends (3).

This course provides a review of the development of older adult practice and trends in the United States in order to provide a context for practice. Some of the current programs will be described along with populations being served.

Prerequisite(s): Undergraduate, SCWK 395 (May be taken concurrently), or permission of instructor; if graduate, social work graduate students only. Note: Offered in fall.

532. Health/Mental Health: Practice & Trends (3).

This course will focus on issues of health and mental health from an ecological perspective with a focus on addiction. It will encompass organizing factors: childhood development and resulting adaptive behavior and pathology in adulthood. The main purpose of this course is to help students develop an understanding of the dynamics of addiction and the impact that it has on health and mental of the individual and their family members. Note: Offered in fall.

533. Families & Children: Practice & Trends (3).

This course focuses on practice trends and issues relevant to social work practice with

families and children. Practice trends such as family-centered, strengths-based perspectives, multi-systemic perspectives, risk and protective factors perspectives, constructions of resilience, motivational interviewing, and solution-focused approaches will be addressed, as well as others. The course emphasizes an empowerment-based, ecological perspective that affirms client strengths and coping capacities within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people relative to race, ethnicity, gender, sexual orientation, age, ability, and socioeconomic status. Prerequisite: Junior or higher status. Note: Offered in the fall and summer.

541. Substance Abuse Interventions (3).

This course will focus on issues of addiction from an ecological perspective. Students will study the various theories of addiction and the implications of those theories for both individual and family impact as well as for social work intervention. Strong emphasis will be placed on the interaction of cultural, environmental, interpersonal and intra-personal factors on the causes and social work intervention of addiction for individuals and within a family context. Prerequisite(s): Junior or higher status. Note: Offered in the summer.

550A. Special Topics in Social Work (1).

Special topics of timely interest will be given on a one time basis. Notes: May be repeated for credit under different topic.

550B. Special Topics in Social Work (2).

Special topics of timely interest will be given on a one time basis. Notes: May be repeated for credit under different topic.

550C. Special Topics in Social Work (3).

Special topics of timely interest will be given on a one time basis. Notes: May be repeated for credit under different topic.

601. Human Behavior in the Social Environment (3).

Using an ecological framework, the course uses a strengths perspective to understand human behavior within the context of social work values and ethics. Differences among racial and ethnic minorities, cultural diversity, age, sexual orientation, disabilities and gender are examined. The course builds on the liberal arts perspective and provides the foundation for advanced MSW practice courses. Prerequisite(s): Social Work Majors only. Note: Offered in fall.

602. Social Welfare Policy (3).

This course uses a strengths perspective within an ecological framework to examine the attitudes, policies and practices within US society that result in current social policy. Prerequisite(s): Social Work majors only. Note: Offered in fall.

603. Social Work Research (3).

The course combines quantitative and qualitative research methods and research designs for evaluation of practice in various system levels from an ecological perspective. Understanding ethical issues, implication of research with vulnerable populations and social and economic justice is central. Data analysis is an intrinsic part of the course. Prerequisite(s): Social Work majors only. Note: Offered in fall and summer.

604. Generalist Social Work Practice I (3).

This course provides a basic understanding of the history, purpose, scope and focus of the social work profession. From a generalist perspective, the course

introduces the values, and processes of social work practice with individuals, families and groups emphasizing practice principles that promote social justice and the well-being of individuals and that change environmental conditions that adversely affect people. Prerequisite(s): Social Work majors only. Note: Offered in fall and spring.

605. Interpersonal Helping Skills (3).

A communication skills and strategies lab that emphasizes development and practice of effective interpersonal helping skills in Social Work practice. Prerequisite(s): Social Work majors only. Note: Offered in fall and spring.

606. Social Work Foundation Review (3).

This course provides incoming advanced standing students a review of the social work foundation content related to human behavior in the social environment, social welfare policy, social work research, generalist social work practice and interpersonal helping skills.

Prerequisite(s): Social Work Majors only, BSW undergraduate degree. Notes: May be repeated for additional credit. Offered in summer.

610. Generalist Social Work Practice II (3).

The course requires study and application of major models of social work practice with emphasis on the linkage between theoretical models of social work practice, assessment, intervention and outcome in work with individuals, families and groups. Students develop skills in beginning, middle and ending phases of intervention, practice evaluation, advocacy and case management. Prerequisite(s): Social Work majors only. Note: Offered in fall and spring.

611. Generalist Social Work Practice III (3).

The course requires study and application of major models of social work practice with emphasis on the linkage between theoretical models of social work practice, assessment, intervention and outcome in work with organizations and communities. Students develop skills in beginning, middle and ending phases of intervention, practice evaluation and advocacy. Prerequisite(s): Social Work majors only. Note: Offered in fall and spring.

612. Field Instruction I (3).

The field experience provides an opportunity for students to apply skills, knowledge and values of generalist social work practice in a social service setting with diverse clients. Students work a minimum of 240 hours under MSW social work supervision in a social service agency. Prerequisite(s): Social Work majors only. Notes: Offered in spring and summer. Lab fee: \$50.

614. Social Welfare Policy II (3).

Building on the basis provided in SCWK 602 Social Welfare Policy, this course examines the dynamics of policy development and implementation. The course examines in detail the administrative, legislative and judicial factors in policy making as well as the role of the social worker and impacts on major social work concerns. Both policy analysis and social work policy are covered. Prerequisite(s): Social Work majors only. Notes: Offered in the spring and summer.

615. Empowerment Practice Concepts (3).

This course examines the concepts that together form a coherent framework for empowerment-based social work practice across systems (individuals and families; small groups; and communities and organizations) and with diverse, oppressed

populations. Impacts of privilege and structural oppression in our own lives are examined in order to better understand ethically sound use of self as a critical component of social work practice. Processes and outcomes of empowerment strategies are discussed, as are the simultaneous personal, collective, and structural bases of empowerment practice. Attention is given to the empowerment tradition in social work, as well as to the critical analysis of contemporary issues of assessment, prevention, intervention, and evaluation from an empowerment perspective. The course aim is to prepare students for entering the advanced year of study in social work empowerment practice. Prerequisite(s): Social Work majors only. Note: Offered in spring and summer.

620. Advanced Practice: Micro Systems (3).

This course focuses on advanced social work theories and methods that are consistent with empowerment-based practice with micro systems. The emphasis will be on evidence-based theories and methods that are relevant across contemporary practice settings and service delivery systems. The application of advanced social work practice skills will be addressed within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people. Prerequisite(s): Social work majors only. Notes: Offered in fall.

621. Leadership and Empowerment Practice (3).

This course will focus on leadership and supervision in practice settings. Models of leadership and supervision will be addressed with a focus on those models that are consistent with principles of empowerment-based practice. The nature

of power in leadership and supervision will be discussed, including roles, tasks, and techniques for facilitating effective organizational practices and outcomes. Also included will be topics such as navigating organizational culture, position development, objective setting, delegation, service delivery, evaluating staff performance, and incorporating cultural competency in leadership and supervisory roles. Course content will also address leadership and supervision relative to social work values and the NASW Code of Ethics. Prerequisite(s): Social Work majors only. Notes: Offered in the spring.

622. Field Instruction II (6).

This is the second of a three course/three semester Field Instruction sequence that provides students with a practicum experience under the supervision of an MSW social worker in an agency where the student can apply advanced intervention skills and knowledge. Students work a minimum of 360 hours under professional social work supervision in a social service agency. Prerequisite(s): Social Work majors only. Notes: Offered in fall, spring and summer. Lab fee: \$100.

623. Psychopathology and Empowerment Practice (3).

This course will focus on psychopathology and social work practice. Major mental illnesses across the life cycle will be explored, along with their impact across client populations and systems. Social work assessment and intervention approaches for social work practice with people who have mental illness will be addressed. The course will emphasize an empowerment-based perspective that affirms client strengths and coping capacities within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of

people relative to race, ethnicity, gender, sexual orientation, age, ability, and socioeconomic class. Prerequisite(s): Graduate status; graduate non-degree status; or permission of instructor. Note: Offered in the spring and fall.

624. Psychodiagnostics and Social Work Practice (3).

This course will focus on psychodiagnostics and social work practice. The utility of DSM-related assessment, diagnosis and differential diagnosis as applied in advanced social work practice with people who have mental illness will be addressed. The course will emphasize an empowerment-based perspective that affirms client strengths and coping capacities within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people relative to race, ethnicity, gender, sexual orientation, age, ability, and socioeconomic class. Prerequisite(s): Graduate status; graduate non-degree status; or, permission of instructor. Notes: Offered variable times.

631. Advanced Practice: Macro Systems (3).

This course focuses on advanced social work knowledge and skills that are consistent with empowerment-based practice in communities and organizations. The course will emphasize contemporary theories and methods that are relevant in social work practice with larger systems. The application of advanced social work practice with communities and organizations will be addressed within a context of professional social work values and ethics and universal human rights. Prerequisite(s): Social Work majors only. Notes: Offered in spring.

632. Field Instruction III (6).

This is the third of a three course/three semester Field Instruction sequence that

provides students with a practicum experience under the supervision of an MSW social worker in an agency where the student can apply advanced intervention skills and knowledge in one of the following tracks: social work practice with older adults, social work practice with families and children or social work practice with clients in health/mental health settings. Students work a minimum of 360 hours under professional supervision in a social setting. Prerequisite(s): Social Work majors only. Note: Offered in fall, spring and summer. Lab fee: \$100.

633. Advanced Social Work Research (3).

Provides an advanced understanding of social work research by integrating knowledge gained in practice courses with experience in field placements. Using quantitative and qualitative approaches, the course advances critical thinking skills to determine selection, development and employment of knowledge regarding best practice approaches. Prerequisite(s): Social Work Majors only. Note: Offered in the fall and summer.

640. Advanced Practice: Capstone (3).

This advanced social work practice course serves as the capstone seminar experience in the MSW curriculum. Its purpose is for students to refine and explicate their knowledge of advanced social work practice theories and methodologies relative to the Social Work Program concentration in empowerment practice. A primary focus of the seminar will be on students developing a comprehensive written paper examining policy to practice considerations and an accompanying professional presentation of selected theories and practice methods that comprise their philosophical orientation to advanced social work practice that is grounded in the NASW Code of Ethics.

Prerequisite(s): Social work majors only.
Notes: Offered in spring.

641. Advanced Practice with Older Adults (3).

This is an advanced practice course that emphasizes the critical examination of best practice strategies that promote client resilience and sense of coherence for older adult clients within the context of the NASW Code of Ethics. This examination involves the development and implementation of culturally appropriate interventions that are based on best practice research findings and the critical evaluation of one's own social work practice with older adults.

Prerequisite(s): SCWK 621, SCWK 622, SCWK 623. Social work majors only. Note: Offered in spring and summer.

642. Advanced Practice in Health/Mental Health (3).

This course focuses on advanced social work practice in health and mental health arenas. Concepts of advanced social work assessment and intervention relative to current evidence-based practice modalities are addressed. An emphasis is placed on the continuum of knowledge and skill development needed for effective practice within health and mental health systems. This course is based on an empowerment-based perspective that affirms client strengths and coping capacities within a context of professional social work values and ethics, social justice, and affirmation of human rights of diverse groups of people relative to race, ethnicity, gender, sexual orientation, age, ability, and socioeconomic class. Prerequisite(s): SCWK 621, SCWK 622, SCWK 623. Social work majors only. Note: Offered in spring and summer.

643. Advanced Practice with Families and Children (3).

This is an advanced intervention course that emphasizes the critical examination

within the context of the NASW Code of Ethics of best practice strategies that promote resilience and sense of coherence for work with families and children. This examination involves the development and implementation of culturally appropriate interventions that are based on best practice research findings and the critical evaluation of one's own social work practice with families and children. Prerequisite(s): SCWK 621, SCWK 622, SCWK 623, Social Work majors only. Notes: Offered in spring and summer.

Sociology (SOCL)

503 A. Service-Learning in Sociology (1).

A themed service-learning course that will address a current social issue in society. The course will include both significant classroom and placement components. Offered variable times. Prerequisites: SOCL201 or SOCL101. Permission of Instructor and Chair of Sociology and Anthropology is required.

503 B. Service-Learning in Sociology (3).

A themed service-learning course that will address a current social issue in society. The course will include both significant classroom and placement components. Offered variable times. Prerequisites: SOCL201 or SOCL101. Permission of Instructor and Chair of Sociology and Anthropology is required.

504. The Sociology of Aging (3).

Analysis of the major social forces which affect aging and the ways modern society responds in planning for its older adults. Notes: Cross listed as GRNT 504. Offered in spring.

506. Sociology of Competitive Sport (3).

Emphasis on the functions of sport for individuals and on sport as a social institution. Note: Offered variable times.

507 A. Service-Learning in

Criminology (1). A themed service-learning course that will address an element of the criminal justice system. The course will include both significant classroom and placement components. Prerequisite(s): SOCL201 or SOCL101. Permission of Instructor and Chair of Sociology and Anthropology is required. Note: Offered variable times.

507 B. Service-Learning in

Criminology (3). A themed service-learning course that will address an element of the criminal justice system. The course will include both significant classroom and placement components. Prerequisite(s): SOCL201 or SOCL101. Permission of Instructor and Chair of Sociology and Anthropology is required. Note: Offered variable times.

518. Social Organization (3).

Study of the small group and its influence on the individual, the large organization and society-at-large. Prerequisite(s): SOCL 101 or 201. Note: Offered variable times.

522. Sociology of Education (3).

Examination of American educational institutions with emphasis upon sociological and social psychological links to other social institutions and the wider society. Note: Offered variable times.

525. Sociology of Law (3).

This course will focus on selected legal rules, principles, and institutions treated from a sociology perspective. This course will examine the major theoretical perspectives on law and society, legal

reasoning, morality and law as well as substantive issues relating to the legal process. Prerequisite(s): SOCL 101, or 201 and 325. Note: Offered variable times.

550. Special Topics in Sociology (3).

Note: Offered variable times.

599. General Sociology Elective (3).

Spanish (SPAN)

From time to time, an additional course dealing with a special topic in Spanish may be offered if sufficient student interest is indicated and a faculty member is available to teach the course. Consult the chair of the department.

Prerequisite for all 500-level Spanish courses: completion of 18 semester hours of Spanish or equivalent or permission of the chair, Department of World Languages and Cultures.

504. Cervantes (3).

This course studies the life of Miguel de Cervantes and his masterpiece, Don Quijote de la Mancha. Prerequisite(s): SPAN 401 and 402 or permission of instructor. Note: Offered variable times.

506. Spanish-American Literature to Modernism (3).

Representative readings of major literary figures of Spanish America from the Discovery (1492) until 1900. Representative authors include Ercilla, Sor Juana, Garcilaso, Olmedo, Bello, Sarmiento, Hernandez, Palma, Marti, Dario and Rodo. Prerequisite(s): SPAN 401 or 402 or permission of the instructor.

507. Modern Spanish-American Literature (3).

A survey of modern and contemporary Spanish-American literature from 1900 to

the present. Prerequisite(s): SPAN 401 or 402 or permission of the instructor.

Note: Offered at variable times.

510. Topics in Language and Literature (3).

The focus of this course will vary, depending on student interest and faculty expertise. Prerequisite(s): Permission of the instructor. Notes: May be retaken for additional credit with permission of chair, Department of Modern Languages.

521. Modern Drama (3).

A survey of Spanish-language drama from Romanticism to the present.

Prerequisite(s): Spanish 401 or 402 or permission of the instructor. Note: Offered variable times.

560. Advanced Conversation in Spanish (3).

This course is designed to increase proficiency in comprehension and speaking.

Prerequisite(s): SPAN 313 or permission of instructor. Notes: Offered at variable times.

575. Spanish Literature in Translation (3).

Readings and discussions of major works of Spanish literature in English translation. A knowledge of Spanish is not required.

Course content can vary depending on the instructor. Prerequisite(s): Open to advanced undergraduate and graduate students. Undergraduate Spanish majors cannot use SPAN 575 toward the BA degree. Note: Offered variable times.

593. Advanced Grammar and Composition I (3).

Study of sophisticated and more subtle aspects of Spanish grammar and composition techniques. Notes: Offered variable times. Prerequisites: Spanish 310 and 410 or permission of the instructor.

595. The Short Story (3).

Readings of the Spanish-American writers of the short narrative beginning with the early 19th-century's Esteban Echeverría and ending with today's short story masters.

Prerequisite(s): SPAN 401 or 402 or permission of instructor. Note: Offered variable times.

601. Great Figures of Spanish Literature (3).

Course content will change each time the course is taught, with great authors in different periods emphasized.

Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times.

602. Great Figures of Spanish-American Literature (3).

An overview of Spanish-American literature and an intensive reading of selected great figures of that literature from the Colonial period until contemporary times.

Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times.

604. History of the Spanish Language (3).

The course traces the development of the language stressing its Latin roots and noting the various stages that have led to the emergence of modern Spanish.

Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times.

605. Seminar in Spanish (3).

This course is designed to allow a graduate instructor to select his/her own readings according to the needs and interests of the graduate students who will be taking the course. Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times.

607. Non-Dramatic Works of the Golden Age (3).

This course includes major works of prose and poetry from the 16th and 17th centuries. Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times.

608. Golden Age Drama (3).

A detailed study of individual plays by representative dramatists of 17th century Spain. Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times

610. Advanced Culture and Civilization (3).

A review of Spain's cultural history with in-depth study of various aspects of those elements that make Spain unique in the western world. Prerequisite(s): Admission to MA Spanish or MAT program. Notes: May be retaken for additional credit. Offered variable times.

611. Advanced Culture and Civilization:**Emphasis on Spanish-America (3).**

Culture and civilization of Spanish-America from pre-Columbian times to the present focusing on the area's history, literature, art, music, society and politics. Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times.

651. Advanced Phonetics (3).

Study of Spanish phonetics with intensive work on the sounds of the Spanish language and some of its major dialects as found in Spain, Spanish-America and the United States. Prerequisite(s): Admission to MA Spanish or MAT program. Note: Offered variable times.

693. Advanced Grammar and Composition II (3).

For students who have the ability to understand, speak and write Spanish who wish to improve these skills while moving toward more natural expression of modern Spanish. A continuation of SPAN 593. Prerequisite(s): SPAN 593 or permission of instructor. Note: Offered variable times.

695. Thesis (3).**696. Thesis (3).****Special Education (SPED)****510. Positive Behavioral Interventions and Supports for the Classroom Teacher. (3)**

This course provides an overview of Applied Behavior Analysis and its application to classroom settings. Procedures for establishing a positive classroom climate and designing and implementing positive behavioral interventions and supports will be studied. Field-based assignments are required. Prerequisite: Admission to Teacher Education. Notes: A grade of "C" or better must be earned, and this course cannot be taken as S/U.

515. Consultation and Collaboration in Special and General Education (3).

This course focuses on effective collaboration and consultation skills required to enable candidates to address the diverse needs of individuals with disabilities across settings.

555. Career and Vocational Education for the Exceptional Learner (3).

Designed to provide teachers with background knowledge and skills in designing and implementing a comprehensive career and vocational

education program. Prerequisite(s):
Admission to Teacher Education Program.

561. Characteristics of Children with Learning Disabilities (3).

An overview of the learning, behavioral and neurological characteristics of children with specific learning disabilities, including terminology and educational implications. Prerequisite(s): SPED 281, Admission to Teacher Education Program or graduate status. Notes: Special Education majors must complete this course with a grade of C or better. Course cannot be taken S/U.

562. Educational Procedures for Learning Disabilities (3).

An in-depth study of remedial techniques, methods and materials for remediation of learning disabilities including non-verbal disorders and disorders of auditory language, arithmetic, reading and spelling. Prerequisite(s): SPED 561 or permission of instructor. Admission to Teacher Education Program.

575. Educational Procedures for Students with Mental Disabilities and Severe Disabilities (3).

The course is designed for in-depth study of students with severe disabilities and appropriate curriculum goals, methods, materials and research. Prerequisite(s): SPED 582 with a grade of C or better or graduate status. Notes: Special Education majors must attain a grade of C or higher in this course. Course cannot be taken on an S/U basis.

582. Intellectual Disabilities: Characteristics and Needs (3).

An in-depth study of the characteristics of individuals with intellectual disabilities, including but not limited to etiology, learning and behavioral characteristics, and contemporary services and instructional models in educational and community

settings. Notes: Special Education majors must complete this course with a grade of C or better. Course cannot be taken S/U.

583. Children with Behavioral and Emotional Problems (3).

Course considers child development, personality structure and dynamics emphasizing an understanding of adjustment patterns and coping strategies for children with behavioral and emotional problems in the classroom and community. Prerequisite(s): SPED 281, Admission to Teacher Education Program or graduate status. Notes: Special Education majors must complete this course with a grade of C or better. Course cannot be taken S/U. Intensive Writing course.

585. Introductory Academic and Behavioral Methods in ED, LD, MD and SD (3).

Prepares special education majors to provide leadership in maximizing learning experiences of students with disabilities through effective teaching, curriculum planning, modification and adaptations of teaching materials and use of technology. Prerequisite(s): SPED 561, SPED 582 and SPED 583 with a grade of C or better in each. Admission to Teacher Education or graduate status. Notes: SPED majors must earn a grade of C or higher and course cannot be taken on a S/U basis. Offered in spring.

586. Advanced Academic and Behavioral Methods for Learning Disabilities and Emotional Disabilities (3).

This course provides teacher candidates seeking certification in Learning Disabilities and/or Emotional Disabilities with evidence-based strategies to improve behavioral and academic performance on P-1 students with disabilities. Topics will include strategies for working effectively with disruptive and

aggressive students, for effective collaboration with general education in inclusive settings, transition planning and non-violent crisis intervention. Prerequisite(s): SPED 585 with a grade of C or higher or graduate status. Notes: SPED majors must earn a grade of C or higher and course cannot be taken on a S/U basis.

613. Issues and Trends in Special Education (3).

A study of contemporary research in family-centered services, medicine, law, psychology, technology and education as it relates to providing for people with disabilities. Student will develop an individualized research agenda. Prerequisite(s): Enrollment in M.Ed. in special education.

618. Lifelong Integration (3).

The course will focus on the study of integration/transition across the life span, collaboration and team building and delivery of family-centered services.

625. Teaching Preschool Children with Disabilities: Curriculum Development and Implementation (3).

The course is a survey of curriculum development and implementation techniques for preschool children with disabilities. Notes: A grade of S or U is recorded. Offered in summer.

626. Teaching Students with Mild Disabilities in the General Classroom (3).

The course content will help teachers understand their role in meeting the instructional needs of students with exceptional learning needs in inclusive settings. Notes: Offered in summer.

628. Applied Behavior Analysis (3).

This course is designed to review roots of applied behavior analysis (ABA), responsible use, technologies of behavior change programs, application of learning principles, maintenance of behavior changes and teaching students to manage their own behavior. Notes: Offered in summer.

661. Young Children with Disabilities (3).

Provides information regarding identification, characteristics, needs and trends in educational programming for young children with disabilities.

663. Advanced Study of Methods for Teaching Exceptional Students (3).

The study and application of applied behavior analysis, cognitive strategy training, computer assisted and managed instruction and other validated methods. Prerequisite(s): Permission of instructor.

665. Teaching Young Children with Disabilities (3).

Provides early childhood educators with techniques and procedures for teaching young children with disabilities.

671. Advanced Educational Assessment in Special Education (3:2).

Family-centered service assessment, portfolio/authentic assessment and outcomes based assessment/program evaluation comprise content of course. Emphasis placed on program planning and evaluation.

676. Advanced Studies in Learning Disabilities (3).

This course is designed for the student to obtain an in-depth knowledge of current information regarding learning disabilities. Information will be obtained through text, lecture, discussion, readings of current and historical journal literature, research and

presentations. Of importance is that students learn from one another, collaborate and share knowledge obtained through research, and refined formal presentations and technology skills. Prerequisite(s): SPED 561 or permission of instructor.

677. Educational Procedures for Children with Behavioral and Emotional Problems (3).

This course is designed to develop competencies in diagnosis and therapeutic education of children with behavioral and emotional problems. Prerequisite(s): SPED 583 or SPED 681.

681. Educational Implications for the Exceptional Individual (3).

Designed to introduce the student to the major areas of exceptionality. The characteristics, educational programs, community services and agencies, state and federal regulations and services are considered for each area of exceptionality.

691. Practicum in Teaching the Exceptional Child I (3).

Designed to develop and improve teacher competencies in diagnostic prescriptive teaching in the area of the student's specialization. Student selects area of emphasis-- (i.e. ED, LD, MD). Conducted in public schools or other appropriate sites under the direct supervision of the college instructor.

Prerequisite(s): Permission of instructor. Notes: May be retaken for additional credit. A maximum of 3 semester hours may be applied toward MEd special education.

692. Practicum in Teaching the Exceptional Child II (3).

Practicum will be conducted full-time for 10 weeks in the area in which the student is

seeking teacher certification. Prerequisite(s): Permission of instructor. Notes: A grade of S or U is recorded.

694. Advanced Studies in Special Education (3).

The course is designed to continue development of the literature review begun in SPED 613 and to increase knowledge of research practices in Special Education. Students will create a portfolio which will develop necessary skills for application for National Board for Professional Teaching Standards (NBPTS) certification. Prerequisite(s): SPED 613. Notes: Offered in spring only. A grade of S or U is recorded.

695. Thesis (3).

The student will conduct an individual investigation or applied research project. An oral defense is required. Prerequisite(s): SPED 613, EDUC 640 and approval of advisor. Notes: A grade of S or U is recorded.

Sport and Fitness Administration (SPFA)

610. Legal Issues in Sport and Fitness Administration (3).

This course provides an advanced understanding of legal proceedings, legal research, and legal issues relevant to sport and fitness administration, specifically negligence and risk management. This course focuses on risk management as an ongoing responsibility of the sport and fitness administrator to reduce operational risks. Note: This is an elective for graduate students only.

615. Computer Applications in Sport and Physical Activity (3:3:0).

Designed to provide experience in the uses of computers and software in athletics and physical activity. Specific applications of

computers will be demonstrated and the implications of those applications will be discussed. Electronic communications, spreadsheets, databases, graphics, desktop publishing, web page construction, and computerized presentations are among the topics that will be covered.

619. Sport and Wellness Promotion (3).

This course will review, discuss, and analyze promotion principles, techniques, and strategies as they relate to athletics and fitness. Students will apply these concepts to a group sport promotion project, which will require students to develop a written sponsorship proposal and make an oral presentation of the proposal to an appropriate audience.

620. Compliance for Intercollegiate and Interscholastic Athletics (3).

The purpose of the course is to examine the purposes, policies, legislation and administrative organization of the NCAA and state interscholastic athletics governing associations. Students will be introduced to the history of both national and state governing bodies for athletics; more particularly, students will be introduced to the traditions and backgrounds that have and continue to propel these important organizations. Students also will be introduced to fundamental legislative bylaws that govern athletics activities at the college and interscholastic levels and the processes of interpretation and consequence that result from both compliance with and violation of those bylaws.

640. Statistical Analysis and Design in Physical Activity (3).

This course is an introduction to how scientific experiments should be designed in the areas of sport and physical activity. The most commonly used designs and their

variations along with the resulting analysis will be covered.

681. Research in Physical Activity and Sport (3:3:0).

An in-depth examination of ethical issues in physical education and sport as reported in the current professional literature.

Included will be an analysis of the current research in the discipline and an examination of the role of research in the ethical decision making process. An outcome of the course will be the development of a personal philosophy on social responsibility, a code of ethics and a review of literature on a self-selected topic. Prerequisite(s): A course in principles and philosophy of physical education or permission of instructor.

682. Scientific Bases of Sport and Physical Activity (3).

This course is designed to investigate and apply principles of exercise physiology and biomechanics through experimentation and lecture. Prerequisite(s): Motor learning, exercise physiology, biomechanics. Notes: Offered every two years in spring.

684. Athletic Administration (3:3:0).

Practical method and techniques needed by athletic administrators are covered in this course. Included topics are academic standards and eligibility, developing and implementing a philosophy, responsibilities, roles, and functions of an athletic director, and leadership theory and practices related to management of sports programs. Notes: Offered in fall.

686. Sport Event and Facility Management (3:3:0).

This course is designed for students to develop the necessary competencies to plan, design, construct and manage sporting events.

691. Research Project (3).

An independent action research project and paper. Topic approved by project advisor. Oral presentation required. Prerequisite(s): Permission of instructor. Notes: A grade of S or U is recorded.

694. Practicum in Athletic Administration (3:0:3).

This practicum provides students with the opportunity for a supervised practical experience in interscholastic athletic administration. Prerequisite(s): Completion of 24 hours of graduate credits in the Athletic Administration option. Notes: Offered in fall, spring and summer.

695. Thesis (3).

Development of an individual investigation or applied research project. Oral defense required. Prerequisite(s): 9 hours of graduate work to include NUTR 607 or EDUC 640. Notes: A grade of S or U is recorded. Credit not recorded until SPFA 696 is completed.

696. Thesis (3).

Completion of an individual investigation. Oral defense required. Prerequisite(s): SPFA 695. Notes: A grade of S or U is recorded.

Teaching English as a Second Language (TESL)**670. Linguistics for Teachers of English Language Learners (3).**

This course provides background about language acquisition theories and methodologies relevant for educators and administrators to understand English Language Learner needs. It also introduces current socio-linguistic, socio-cultural, psycholinguistic and neuro-linguistic findings and debated issues. Prerequisite(s): READ 651 or permission of instructor.

680. Principles of Teaching Grammar to At-Risk Students and English Language Learners (3).

This course reviews Standard English grammar for educators and how to teach it in authentic functional language contexts for struggling, culturally, and linguistically diverse learners. Prerequisite(s): READ 651 or permission of the instructor.

692. ESOL Practicum: Working with English Language Learners (3).

This course provides clinical experiences in performance assessment, planning, and delivery of appropriate instruction to English Language Learners. Prerequisite(s): READ 651, READ 656, TEST 670, TESL 680 or permission of the instructor.

Theatre Theory (THRT)**590-599. Special Topics in Theatre (1, 2, or 3).**

Extension of individual opportunities in theatre beyond existing departmental curriculum limits. Prerequisite(s): Permission of chair, Department of Theatre and Dance. Notes: This course may be repeated for credit.

610. Theatre History and Literature I (3).

A comprehensive survey of the development of world theatre and drama from their origins to 1800, including theatre architecture, theatrical conventions and theatre's relationship to society in each period.

611. Theatre History and Literature II (3).

A comprehensive survey of the development of world theatre and drama from 1800 to the present, including theatre architecture, theatrical conventions and theatre's relationship to society in each period.

691. Principles of Teaching Theatre (3).

A survey of various research-based instructional planning, methodology, classroom management, curricula and evaluations of teaching and learning in theatre, with direct application to the classroom. Corequisite(s): THRT 692.

692. Field Experience in Teaching Theatre (1).

The course uses laboratory experiences equivalent to 14 full days to lead theatre education students through an exploration and examination of various research based programs of instructional planning, methodology, classroom management and evaluation of teaching and learning to complement content covered in THRT 691. Corequisite(s): THRT 691.

Visual Communication (VCOM)

501. Visual Communication Seminar III (1-2).

Review of student projects and discussion of relevant theoretical, conceptual and professional issues relating to visual communication design. Prerequisite(s): VCOM 401.

578. Professional Portfolio and Practices (3:0:6).

The development of a professional design portfolio. Course also covers preparation of a resume, professional standards and practices, legal issues and other items relevant to a practicing design professional. Prerequisite(s): VCOM 486

Visual and Performing Arts (VPAS)

690. Special Topics in Arts Education (3).

Extends individual opportunities in arts education methodology beyond existing

departmental curriculum units. Course intended to address contemporary issues in art, music, dance and theatre.

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Extends individual opportunities in arts education methodology beyond existing departmental curriculum units. Course intended to address contemporary issues in art, music, dance and theatre.

Vocational Education (VCED)

551-569. Special Topics: Vocational Education (1) (2) (3).

Application of research to current problems in teaching. Notes: May be retaken for additional credit.

650. Special Topics: Research Project in Vocational Education (3).

Applied research project. Required for the Master of Science degree without a thesis. Prerequisite(s): NUTR 607 or VCED 607 and completion of 6-9 semester hours of credit in the major area of study or permission of instructor. Notes: A grade of S or U is recorded.

672. Field Experience in Teaching Vocational Education (1:0-8).

This course uses laboratory experience equivalent to 14 days in a vocational education setting. Students will put into practice instructional planning, classroom techniques and principles of pedagogy and assessment of learning. Prerequisite(s): Admission to MAT program. Corequisite(s):

SCED 671. Notes: A grade of S or U is recorded.

Women's Studies (WMST)

504. Psychology of Women (3).

Intensive study of research and issues in psychology that pertains specifically to women. Prerequisite(s): PSYC 101.

Notes: Offered in fall and spring.

507. Women's Health Issues (3).

A study of the problems, questions and issues of women's health as they relate to personal and community health and well-being. Prerequisite(s): Junior status.

Notes: Cross-listed with HLTH 507.

Offered in fall of odd years.

553. Feminist Theory (3).

This course is designed to acquaint students with the variety of ideas, methods and issues raised within contemporary feminist literature. Prerequisite(s): WRIT 102 or CRTW 201 or graduate status.

Notes: Cross-listed with PLSC 553. Offered on demand.

Writing (WRIT)

500. The Theory and Practice of Tutoring Writers (3:3:1).

Advanced study of the theory and practice of tutoring writers with particular attention to the composing process, theories of learning in a conference setting and rapid analysis of student writing with the goal of engaging student writers in posing solutions to their writing problems. Prerequisite(s): WRIT 101 with a grade of C- or better or graduate standing.

Notes: Offered in fall.

501. Writing for New Media (3).

A discussion of and hands-on workshop in writing for electronic publication, including the rhetorical, contextual and ethical issues

involved in creating such publications; the criteria for evaluating such publications; and the skills needed to create such publications. Prerequisite(s): HMXP 102 and a previous WRIT course above 199 with a grade of C- or better, or graduate status. Notes: Offered in fall.

502. Cyber Rhetoric (3)

This class will examine many of the challenging possibilities now open for literary study and literary theory. It considers works from Blake to Borges to cyberpunk; works with online materials and literary archives; wrestles with modern rhetorical and digital theorists; and experiment with creating online texts and critiquing them. Prerequisite: CRTW 201 with a grade of C- or better. Notes: Meets the Technology Requirement for English majors. Offered in the fall.

507. Short Story Writing (3).

An examination of contemporary short fiction and completion of 10,000 words comprising two or four original works. Prerequisite(s): HMXP 102 with a grade of C- or better and WRIT 307, or graduate status. Notes: Offered in spring and fall.

510. Topics in Writing and Rhetoric (3).

An examination of topics, issues, methodologies, and practices. Course content will vary. Prerequisite(s): HMXP 102 and a previous WRIT or ENGL course above 199 with a grade of C- or better, or graduate status, or permission of the instructor. Notes: Offered periodically. May be retaken for additional credit with permission of Chair, Department of English.

516. Poetry Writing II (3).

An advanced workshop course similar to WRIT 316 in format. More critical analysis of established poets. Additional work on traditional forms. Prerequisite(s): HMXP 102

with a grade of C- or better and WRIT 316, or permission of instructor, or graduate status.

Notes: Offered in fall and spring.

530. Script Writing (3).

A workshop course in media script writing with an emphasis on theatre.

Prerequisite(s): HMXP 102 and a previous WRIT course above 199 with a grade of C- or better, or graduate status. Notes: Offered periodically.

566. Writing for the Sciences and Technology (3).

Intensive work with discipline-specific genres, audiences, methods, & ethics for professionals who will be writing in science & technology fields. Also addresses discipline-specific citation methods and research sources. Course is designed for advanced undergraduate & graduate students in these fields. Prerequisite(s): HMXP 102 with a grade of C- or better; and either ENGL 380 or successful completion of a 200-level or higher course in BIOL, CHEM, CSCI, ENV5, GEOG, GEOL, GRNT, NUTR, MATH, PHYS, PSYC, SCIE, or WELL, or permission of the instructor; or graduate status. Notes: Intensive Writing and Intensive Oral Communication course. Offered in spring term.

610. Seminar in Composition, Theory and Pedagogy (3).

This course involves intensive analysis of contemporary composition theories, including their historical roots and classroom applications, and will help prepare students to teach composition.

615. Seminar in Writing (3).

An advanced workshop in writing. Topics and types of writing may vary. Notes: May be retaken for additional credit with permission of chair, Department of English.

616. Summer Writing Institute I (3).

An institute devoted to the exploration of practical and imaginative approaches to teaching the writing process. Notes: May not be retaken.

617. Summer Writing Institute II (3).

An institute devoted to the exploration of practical and imaginative approaches to teaching the writing process. Notes: May not be retaken.

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CHRISTINE J. FERGUSON

Professor of Early Childhood Education
PhD, University of South Carolina

MATTHEW K. FIKE

Professor of English
PhD, University of Michigan at Ann Arbor

CYNTHIA FORREST

Assistant Professor of Social Work
PhD, University of South Carolina

CHERYL FORTNER-WOOD

Associate Professor of Psychology
PhD, Purdue University

KENT E. FOSTER

Associate Professor Computer Science
PhD, Southern Illinois University

STEVEN FRANKFORTER

Associate Professor of Management and
Assistant Dean, College of Business
Administration
PhD, University of Washington

DONALD FLANELL FRIEDMAN

Professor of German
PhD, New York University

BARBARA K. FULLER

Associate Professor of Marketing
PhD, University of Tennessee at Knoxville

LAURA GARDNER

Associate Professor Fine Arts
PhD, Union Institute and University

AMY S. GERALD

Assistant Professor of English
PhD, University of North Carolina at
Greensboro

LAURA GLASSCOCK

Associate Professor of Biology
PhD, University of North Carolina at Chapel
Hill

KENNETH GORDON

Professor of World Languages and Culture
and Chair, Department of World Languages
and Culture
PhD, The Ohio State University

T. CHRISTIAN GRATTON

Associate Professor of Chemistry
PhD, University of South Carolina

RONALD K. GREEN

Professor of Social Work
JD, University of Tennessee

SUSAN K. GREEN

Professor of Educational
Psychology
PhD, University of South Carolina
PhD, Loyola University of Chicago

KUNSIRI GRUBBS

Assistant Professor of Biology
PhD, University of Tennessee at
Knoxville

STEPHEN GUNDERSHEIM

Associate Professor Theatre
MFA, Arizona State University

SHELLEY D. HAMILL

Associate Professor of Health
Education
PhD, Walden University

MARK HAMILTON

Associate Professor of Fine Arts
BFA, University of North Carolina at
Charlotte

MATTHEW HAYES

Assistant Professor of Psychology
PhD, Texas Tech University

GREGG HECIMOVICH

Associate Professor of English and
Chair, Department of English
PhD, Vanderbilt University

SHAWNA HELF

Assistant Professor of
Education/Literacy
PhD, University of North Carolina at
Charlotte

SCOTT H. HUFFMON

Professor of Political Science
PhD, University of Mississippi

W. MARTIN HUGHES

Professor of Music
DMA, University of Maryland

LISA E. JOHNSON

Assistant Professor of Education
PhD, North Carolina State University

GLORIA GODFREY JONES

Margaret Bryant Professor of English and
Dean, University College
PhD, University of North Carolina at
Greensboro

MARSHALL G. JONES

Professor of Educational Technology and
Graduate Director, College of Education
EdD, University of Georgia

PETER J. JUDGE

Associate Professor of Philosophy &
Religious Studies and Interim Dean, College
of Arts & Sciences
PhD, Catholic University of Louvain

KAREN M. KEDROWSKI

Professor and Chair,
Department of Political Science
PhD, University of Oklahoma

KATHERINE S. KINSEY

Associate Professor of Music
DMA, University of South Carolina

MALAYKA KLIMCHAK

Assistant Professor of Management
MHR, University of South Carolina

JOSEPHINE KOSTER

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PhD, University of North Carolina at Chapel
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HEAKYUNG LEE

Associate Professor of Mathematics
PhD, University of Wisconsin at Milwaukee

J. EDWARD LEE

Associate Professor of History
PhD, University of South Carolina

CECILE L. LEUNG

Professor of French
PhD, University of Chicago

MICHAEL E. LIPSCOMB

Associate Professor of Political Science
PhD, Pennsylvania State University

SUSAN B. LYMAN

Associate Professor of Social Work
PhD, Virginia Polytechnic Institute and State University

KATHY A. LYON

Associate Professor of Psychology and
Director of the Honors Program
PhD, George Washington University

JAYNE MAAS

Assistant Professor of Accounting
EdD, Nova Southeastern University

PONN MAHESWARANATHA

Associate Professor of Chemistry
PhD, Purdue University

AMEDA A. MANETTA

Associate Professor of Social Work
PhD, Virginia Commonwealth University

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Professor of Music
DMA, Cincinnati College-Conservatory of Music

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Associate Professor of Educational Psychology
PhD, University of Tennessee

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EdD, University of North Carolina at Chapel Hill

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Associate Professor of Psychology
PhD, Virginia Polytechnic Institute and State University

PAUL C. MARTYKA

Associate Professor of Fine Arts
MFA, University of Michigan

JAMES McKIM

Professor of Computer Science
PhD, University of Iowa

ALICE McLAINE

Assistant Professor of Athletic Training
PhD, Iowa State University

DAVID W. MEELER

Associate Professor of Philosophy and Religion
PhD, University of California at Santa Barbara

STEPHANIE MILLING

Associate Professor of Dance and Assistant Dean, College of Visual and Performing Arts
PhD, Texas Women's University

KAVIN MING

Assistant Professor and Literacy Program Coordinator
EdD, Florida Atlantic University

DEBI MINK

Assistant Professor of Curriculum and Instruction
PhD, Curtin University

MARK W. MITCHELL

Associate Professor of Educational Leadership
EdD, University of Arkansas

PAULA L. MITCHELL

Professor of Biology
PhD, University of Texas

HEIDAR A. MODARESI

Professor of Psychology
PhD, University of California at Riverside

MARGE MOODY

Associate Professor of Fine Arts
Diploma, Duncan of Johnstone
College of Art

PHIL J. MOODY

Professor of Fine Arts
MFA, University of Michigan

RICHARD L. MORRIS

Professor of Quantitative Methods
PhD, Virginia Polytechnic Institute
and State University

DEANA F. MORROW

Professor of Social Work and Chair,
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PhD, North Carolina State University

PEDRO M. MUÑOZ

Associate Professor of Spanish
PhD, University of Cincinnati

WILLIAM F. NAUFFTUS

Professor of English
PhD, University of Virginia

SHEBBY NEELY-GODWIN

Assistant Professor of Social Work
PhD, University of South Carolina

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Associate Professor of Philosophy &
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PhD, University of Washington

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Science
PhD, University of North Carolina at
Charlotte

PATRICK M. OWENS

Professor of Chemistry and Chair
Department of Chemistry
PhD, University of North Carolina at
Chapel Hill

LOUIS J. PANTUOSCO, JR.

Professor of Economics
PhD, Northeastern University

RONALD PARKS

Associate Professor of Music
PhD, State University of New York
at Buffalo

PADMINI PATWARDHAN

Associate Professor of Mass
Communication
PhD, Southern Illinois University at
Carbondale

IAN D. PEARSON

Professor of Music
PhD, University of Kentucky

CARA PETERS

Associate Professor of Marketing and
Assistant Dean, College of Business
Administration
PhD, University of Nebraska

PETER C. PHILLIPS

Associate Professor of Biology
PhD, Southern Illinois University at
Carbondale

LINDA PICKETT

Assistant Professor of Curriculum and Instruction
PhD, Curtin University

THOMAS W. POLASKI

Professor of Mathematics
PhD, Duke University

NAKIA S. POPE

Associate Professor of Social Foundations and Assistant Dean, University College
PhD, University of Virginia

TENISHA POWELL

Assistant Professor of Early Childhood Education
PhD, University of North Carolina at Greensboro

DAVID PRETTY

Associate Professor of History
PhD, Brown University

ROBERT PRICKETT

Assistant Professor of English
PhD, Virginia Polytechnic Institute and State University

JOSEPH S. PRUS

Professor of Psychology, Chair
Department of Psychology
PhD, University of Kentucky

FRANK PULLANO

Associate Professor of Mathematics
PhD, University of Virginia

MARGUERITE QUINTELLI-NEARY

Professor of English
PhD, University of Delaware

KELLY RICHARDSON

Associate Professor of English and Director of Freshman Writing
PhD, University of North Carolina at Greensboro

EMMA J. RIDDLE

Associate Professor of Management
PhD, University of South Carolina

D. KEITH ROBBINS

Professor of Management and Chair, Department of Management and Marketing
PhD, University of South Carolina

DONALD M. ROGERS

Associate Professor of Music, Chair
Department of Music
PhD, University of South Carolina

WILLIAM ROGERS

Professor of Biology
PhD, University of California at Berkeley

ANNA SARTIN

Associate Professor of Theatre
MFA, Florida State University

ELKE SCHNEIDER

Associate Professor of Curriculum and Instruction
PhD, Katholische Universtat, Eichstatt, Germany

KRISTI SCHOEPFER

Assistant Professor of Physical Education, Sport and Human Performance
J.D., Marquette University

MESGUN N. SEBHATU

Professor of Physics
PhD, Clemson University

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Assistant Professor of Finance
PhD, Southern Illinois at Carbondale

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Associate Professor of Educational
Psychology
PhD, University of South Carolina

JEAN SILAGYI-REBOVICH

Associate Professor of Human Nutrition
EdD, University of South Carolina

JASON H. SILVERMAN

Professor of History
PhD, University of Kentucky

SEYMOUR SIMMONS, III

Associate Professor of Fine Arts
EdD, Harvard University

JEFFREY S. SINN

Associate Professor of Psychology
PhD, Old Dominion University

JANE B. SMITH

Professor of English and Director, Writing
Center
PhD, Case Western Reserve University

JULIAN SMITH, III

Associate Professor of Biology
PhD, University of North Carolina at Chapel
Hill

MARILYN SMITH

Professor of Management
PhD, Virginia Polytechnic Institute and State
University

STEPHEN SMITH

Professor of Political Science
PhD, Stanford University

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MARTHA C. SPEARS

Professor of Management
PhD, University of South Carolina

SUE SPENCER

Associate Professor of Special Education
PhD, Georgia State University

SARAH C. SPRING

Assistant Professor of English
PhD, Texas A&M University

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Professor of Human Nutrition,
Senior Associate Dean, College of Arts and
Sciences
PhD, University of North Carolina at
Greensboro

TOM STANLEY

Associate Professor of Fine Arts and
Chair, Department of Fine Arts
MFA, University of South Carolina

COURTNEY STARRETT

Associate Professor of Fine Arts
MFA, Tyler School of Art of Temple
University

KAREN STOCK

Associate Professor of Fine Arts
PhD, New York University

PRAVDA STOEVA-POPOVA

Assistant Professor of Biology
PhD, Bulgarian Institute of Genetics

J. DAVID STOKES

Associate Professor of Design
MFA, Pratt Institute

GARY L. STONE

Professor of Economics
PhD, University of North Carolina,
Chapel Hill

ROBERT STONEBRAKER

Associate Professor of Economics
PhD, Princeton University

WILLIAM I. THACKER

Associate Professor of Computer
Science
PhD, Virginia Polytechnic Institute
and State University

JANE B. THOMAS

Professor of Marketing
PhD, University of North Carolina,
Greensboro

PHIL A. THOMPSON

Professor of Music
DMA, University of North Texas

JONATHA VARE

Professor of Educational Psychology
And Chair, Curriculum and Pedagogy
PhD, University of North Carolina at Chapel
Hill

DAVID H. VAWTER

Assistant Professor of Curriculum and
Instruction
PhD, University of Virginia

ANDREW VORDER BRUEGGE

Professor of Theatre
Chair, Department of Theater and Dance
PhD, University of Missouri

ALFRED D. WARD

Professor Emeritus of Fine Arts
ATD, Birmingham University

DONNA M. WEBSTER-NELSON

Professor of Psychology
PhD, University of Maryland

ROGER D. WEIKLE

Professor of Management and
Dean, College of Business Administration
PhD, University of South Carolina

KRISTI WESTOVER

Associate Professor of Biology
PhD, Washington State University

ANNIE-LAURIE WHEAT

Professor of Theatre
MFA, University of Georgia

B. MICHAEL WILLIAMS

Professor of Music
PhD, Michigan State University

VIRGINIA S. WILLIAMS

Associate Professor of History
PhD, Florida State University

MELFORD A. WILSON, JR.

Professor of Political Science
PhD, The American University

BRAD WITZEL

Associate Professor of Special Education
PhD, University of Florida

GLENN L. WOOD

Associate Professor of Finance
PhD, University of Pennsylvania

Faculty Awards

Distinguished Professor

The highest honor the Winthrop community can bestow upon a faculty member is the title Distinguished Professor of the Year. The selection indicates exceptional skill in teaching, significant research or creative effort, high standing among professional colleagues and general service to the university. This honor is accompanied by an award from the Winthrop Alumni Association.

| | |
|------|-------------------------|
| 1961 | Harold B. Gilbreth |
| 1962 | Hampton M. Jarrell |
| 1963 | Nolan P. Jacobson |
| 1964 | Alice Louisa Love |
| 1965 | Mary Elizabeth Massey |
| 1966 | Dorothy Gardner Jones |
| 1967 | John Shepard Eells Jr. |
| 1968 | Rondeau G. Laffitte Jr. |
| 1969 | Robert P. Lane |
| 1970 | William G. Murdy |
| 1971 | Helen A. Loftis |
| 1972 | Mary T Littlejohn |
| 1973 | John A. Freeman |
| 1974 | Lawrence D. Joiner |
| 1975 | Roy T. Will |
| 1976 | Patricia R. McClendon |
| 1977 | Ross A. Webb |
| 1978 | Earnest R. Archer |
| 1979 | Edmund D. Lewandowski |
| 1981 | Michael L. Kennedy |
| 1983 | James A. Casada |
| 1984 | Anthony Lerro |
| 1985 | Dorothy M. Medlin |
| 1986 | James F. Crook |
| 1987 | Robert S. Kline |
| 1988 | Rosemary E. Althouse |
| 1989 | Joseph Prus |
| 1990 | Keith Bildstein |
| 1991 | Jason H. Silverman |
| 1992 | Gerald Perselay |
| 1993 | Elda Franklin |
| 1994 | Earl J. Wilcox |

1996 Jack W. Weaver
1997 Gordon N. Ross
1998 Alfred Ward
1999 Darrell Parker
2000 Donald Friedman
2001 Gary Stone
2002 William Rogers
2003 Betty Lou Land
2004 Michael Williams
2005 Melford Wilson
2006 Angela Letourneau
2007 Jane Smith
2008 Lorraine Gorrell
2009 Stephen Smith
2010 Doug Eckberg
2011 Karen Kedrowski

Outstanding Junior Professor

This award recognizes excellence among assistant professors. Selection indicates a reputation for inspired teaching, research or creative excellence and dedication to the welfare of students. This honor is accompanied by an award from the Council of Deans.

1981 Keith L. Bildstein
1982 Kent E. Foster
1983 William F. Naufftus
1984 Benjamin M. Hawkins
1985 Jason H. Silverman
1986 Susan J. Smith
1987 Larry L. Hatcher
1988 Sherrie L. W. Rhine
1989 Elnora Stuart
1990 Phil Moody
1991 Margaret Johnson
1992 Martin A. Knoll
1993 Lynn Willoughby
1994 Julian Smith III
1995 Jonathan I. Marx and Jeannie Woods
1996 Susan J. Marks
1997 Thomas W. Polaski
1998 Janice B. Chism

1999 Karen Kedrowski
2000 Alice Burmeister
2001 Sandra Wilson
2002 Keith J. Benson
2003 Kelly Hewett
2004 Scott Huffmon
2005 Ron Parks
2006 Barbara Blackburn
2007 Jennifer Disney
2008 Gerry Derksen
2009 Adolphus Belk
2010 Courtney Starrett
2011 Laura Ullrich

James Pinckney Kinard and Lee Wicker Kinard Award for Excellence in Teaching

The James Pinckney Kinard and Lee Wicker Kinard Award for Excellence in Teaching, established in honor of former president James Pinckney Kinard and his wife, Lee Wicker Kinard, in 1984 by their family, is based on dedication to teaching reputation on campus for teaching and reputation among students. This honor is accompanied by a cash award.

1984 Roger R. Baumgarte
1985 Houston A. Craighead Jr.
1986 Edward P. Guettler
1987 Jerry Lee Helton
1988 Susan L. Roberts
1989 William Murdy
1990 David Rankin
1991 Betty Lou Land
1992 Gary L. Stone
1993 Rondeau G. Laffitte
1994 Phil Thompson
1995 William Naufftus
1996 Phil J. Moody
1997 Ralph Gustafson
1998 Charles Alvis
1999 Marsha Bollinger
2000 Bob Breakfield
2001 Jonathan Marx
2002 Gloria Jones

2003 Michael L. Kennedy
2004 Janice Chism
2005 John Bird
2006 Shawn Cassidy
2007 Michael Lipscomb
2008 Jane Thomas
2009 Cara Peters
2010 Janet Gray
2011 Merry Sleigh

Jane LaRoche Graduate Faculty Award

This award, established in 2008, recognizes outstanding teaching at the graduate level and significant contributions to graduate education at Winthrop. The Graduate Faculty Award, accompanied by a cash award from the Winthrop Foundation, is presented at the May Graduate Commencement.

2008 Janice Chism
2009 Brad Witzel
2010 Cara Peters
2011 Shaun Cassidy
2012 Jo Koster

Faculty/Student Life Award

Presented by the Division of Student Life at the Annual Faculty/Staff Awards Ceremony. In recognition of a faculty member that has significantly contributed to the quality of Student Life and the Winthrop University community of learners.

1990 Edward P. Guettler
1991 James W. Johnston
1992 Roger R. Baumgarte
1993 W. Martin Hope
1994 Sonja Francis
1995 Joyce Veale
1996 Joseph Prus
1997 Gary Stone
1998 Jennifer Solomon
1999 Gloria Jones
2000 Alice Burmeister
2001 Jeff Sinn

Awards

2002 Antigo Martin-Delaney
2004 Shelley Hamill
2005 Kathy Lyon
2006 Kelly James
2007 Danne Kasparek
2008 Jennifer Disney
2009 Tim Daugherty
2010 Annie-Laurie Wheat
2011 Marilyn Sarow
2012 Cheryl Fortner-Wood